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PREFACE

Four years ago I published a pamphlet of 32 pages called "The work of the Registration Department", being Section I, Part 1, of a series of three on the Lending Department. This pamphlet forms the first of the series of 13 which are included in this volume. For a brief statement of the purpose I had in mind when I began the publication of this series, note the first part of the introduction to that pamphlet. These pamphlets make a volume of about 700 pages with 156 illustrations.

Though they cannot be called a financial success, I think we may say that their publication has been worth while. Their greatest value has been to this library; but the fact that they have continued to sell fairly well as they have appeared leads us to believe that other libraries have found them useful. In writing them and in putting them through the press we have learned much and we have found the completed pamphlets very helpful.

We hope to continue the series. It is impossible to say in what order they will appear. The work has to be done as opportunities offer.

A complete revision of the "Course of Study for Normal School Pupils in the Use of Books and a Library" is under consideration. A pamphlet on "Reference Work", which in this library is carried on under the supervision of the lending department, should prove interesting and suggestive. A statement of the character and work of the library's six branches, all of which are in rented rooms in business districts opening directly on the street, would tell how work that seems quite effective may be done with modest equipment. An "Art Department" pamphlet would tell of several rather interesting experiments in selection, arrangement and administration. The technical department occupies the space once used as a reading room and the story of the disappearance of one and the growth of another department would be found of value.

I have long had in mind the compilation of a dictionary of library economy which should include the most minute details. This volume in a measure prepares the way for such a work.

J. C. D.

August 12 1912

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Modern American Library Economy

The Registration Desk

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part I

The Lending Department

Section 1 The Work of the Registration Desk

By Sara C. Van de Carr

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

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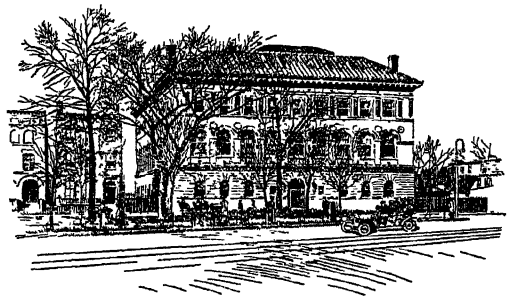


INTRODUCTION

Were there an ideal public library, managed in an ideal way, with ideal assistants, furniture, blanks and general equipment, a detailed description of it would be of great value. As there is no ideal library, I have come to the conclusion, after considering the subject for a number of years, that a full description of the actual work of a large library would be very helpful to librarians and students of library economy: more helpful even than the description of an imaginary or composite one.

This pamphlet, "The Work of the Registration Desk", is the first part of such a description. If it meets with approval it will be followed by similar detailed statements of the other parts of the work of the lending department: Charging System, General Arrangement and Administration, and Relations with the Public.

Each of these will need, for full statement, almost as many words and illustrations as does registration. If they are found acceptable, as will be proved by a sale of a few hundred copies of each, all other departments of the library will be set forth in the same way. Each department or subdivision of a department will be separately treated and separately printed in a pamphlet of about 24 pages. This will make it possible for library assistants and students to secure at a moderate cost those parts of the series which especially appeal to them.

Of this pamphlet one thousand copies have been printed from type; one hundred and fifty of these will be reserved for binding in the

completed series, to be sold only on completion of the series; twenty are reserved for the Newark library, one hundred and eighty are reserved for those who may later subscribe for the whole series. Three hundred have already been subscribed for. The rest are for sale, at present, at twenty-five cents per copy, post free. For copies address The Elm Tree Press, Woodstock, Vt.

Newark is a manufacturing city, population 300,000, seven miles west of New York, from which it can be reached in about thirty minutes for ten cents. Its library is half a mile from its business and trolley center. The building was built by the city at a cost, exclusive of land, of $325,000. It was first occupied in March, 1901. In 1902 the library lent 357,000 volumes, of which 243,000 were given out in the lending department for adults. In 1908 these numbers are about 850,000 and 300,000 respectively.

The building is shown in Fig 1, and the second or main floor in Fig 2. The lending department occupies a room 28 x 44, with an extension to the left, 24 x 52, and to the rear, 28 x 30. The space at the right used by the reference department, 24 x 52, makes the total area of the main room 4,568 square feet. In Fig 2 the numbers indicate: 1, registration desk; 2 and 3, lending desks; 4, desk of chief of lending department; 5, desk of chief of reference department. German books are near the fiction, science and useful arts in a gallery over it, and part of literature near the catalogue. Fig 2 makes plain the general arrangement of the lending department. Fig 3 shows the details of arrangement of desks. There are no rails, gates or other obstacles to free movement save as indicated.

The next number of this series will describe the method of lending books, commonly called the charging system, and will give more details about the room.

It has seemed advisable in the detailed account of the work of the desk which follows, to include descriptions of some of the methods no longer in use, to show how this particular library, and consequently any library, can give up what were once thought to be essentials. We hope thus to make it possible for others to save themselves the trouble and expense of learning by experience. Reference is made in a few

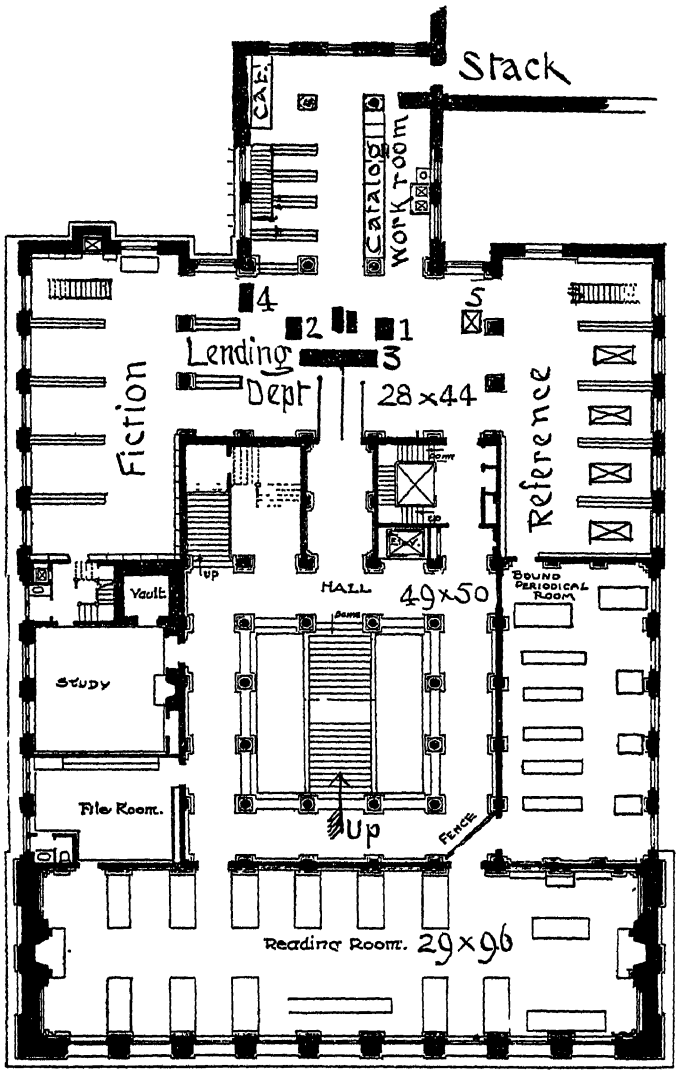


Fig 2. Second or Main Floor. 1 is registration desk ; 2 and 3 lending desks ; 4 desk of chief of lending department ; 5 desk of chief of reference department.

places, without full explanations, to objects, rules and methods in other departments of the library. These will of course all be fully described in other numbers of this series.

J. C. D.

The Free Public Library,
Newark, N. J., September, 1908.

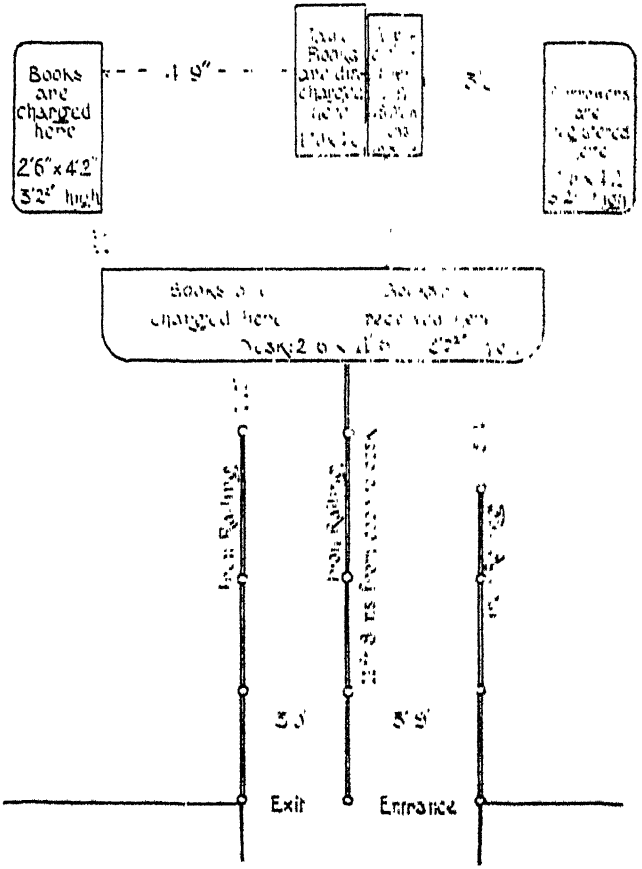


Fig 3. Lending Department Desks.

The Work of the Registration Desk

At the right of the main desk of the lending department and about twelve feet from the entrance is the registration desk, No 1 in Fig 2. Here every person over fourteen years of age who wishes to borrow books may be registered, between the hours of 9 a. m. and 9 p. m.

To be registered, he signs an agreement to obey the library's rules and is given a library card on which he may borrow books for three years; at the end of that time he is asked to register again. Here a permanent record is made of his name, address, occupation and business address, which record is kept on file with others in alphabetical order by borrowers' names. Borrowers from branch libraries and deposit stations are also registered at this desk. The work here in 1907 included: registering 9,476 borrowers; recording changes in borrowers' addresses, names, etc.; renewing library cards when they became filled or had expired; making note of library cards reported lost; and taking out of the card list of borrowers' names all records no longer needed.

Assistants.

The time of two assistants is required to do the work of the registration desk. Some of the simpler work is done by messengers, girls who have not been admitted to the library staff and whose time is not as valuable as that of assistants. Every one in the lending department works here when needed; although one assistant on each force is in charge. An assistant who comes on duty in the morning sees that everything is in order for the day; and an afternoon assistant, that everything is left finished at the end of the day.

These assistants report to the chief of the department if for any reason more help is needed; they also make recommendations for changes in method whenever they think it desirable. From time to time

the assistants in charge of this desk are changed, that all in the department may become thoroughly familiar with all its details.

Application for a Library Card.

The person wishing to borrow books from the library applies for a library card at the registration desk, or at any branch library or deposit station. Applications from children under fourteen years of age are received in the young people's department, which issues a separate series. Library cards are issued free of charge to residents of the city of Newark, non-resident taxpayers and their families, including sons-in-law and daughters-in-law, non-resident teachers and public and private school pupils. Other non-residents pay in advance three dollars per year for a non-resident's card. Temporary residents pay fifty cents per month, deducted from a deposit of five dollars made at the time of registration.

Cards to Residents of the City.

(a) *Card granted at once.* Give the applicant an application blank, Fig 4. Ask him to read this and sign his name in full in space indicated. Fill in other spaces on it in the following order: address, employer's name, business address, occupation and, if the applicant lives in a boarding house, the name of its owner. Look in the alphabetical file of borrowers' applications to see if the applicant has ever had a library card, as he may either have forgotten that he has already signed an application, or, knowing he has, may try to avoid paying a fine on an over-due or damaged book by disclaiming any recollection of it. If the applicant's name is not in the application file, look in the city directory to see if his

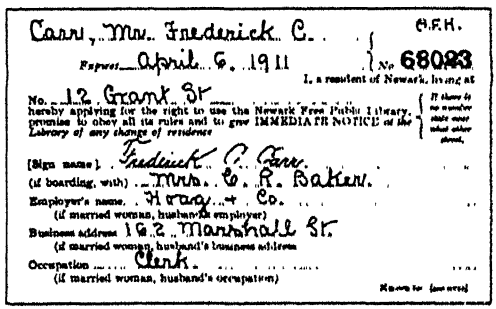

Carr, Mrs. Frederick C. G.F.H.
Expires April 6, 1911 No. 68093
I, a resident of Newark, living at
No. 12 Grant St
hereby applying for the right to use the Newark Free Public Library, promise to obey all its rules and to give IMMEDIATE NOTICE at the Library of any change of residence
If there is no number state near what other street.
[Sign name] Frederick C. Carr.
(if boarding, with) Mrs. C. R. Baker.
Employer's name. Harag & Co.
(if married woman, husband's employer)
Business address 162 Marshall St
(if married woman, husband's business address)
Occupation Clerk.
(if married woman, husband's occupation)
Name to be written here

Fig 4. Application blank printed on both sides; signed by borrower; other spaces filled in by library assistant. Size, 3 x 5; white.

name and address, as given by him, are to be found there. If they are found there, or if the family name and address are found there, write on the top line of the application the borrower's surname followed by the title of Mr., Mrs., or Miss, the first name in full and the initial of the middle name if he has any. Fill in the date of the expiration of the borrower's card, which is three years from the date of registration.

To assign a number to the borrower, stamp the application and the top line of each side of a library card, Fig 5, and Fig 5 a, with a Bates numbering machine, Fig 6, used only for this one purpose and set to repeat all numbers three times. Fill out the library card as follows: write directly under the registration number the borrower's surname preceded by the proper title; on the line below, his first name and his middle initial; on the line below that, his street address; on the reverse of the card write the borrower's surname preceded by the proper title, and in the lower right corner, the date of expiration of the library card. Write your initials in the upper right corner of the application. Place the applications in a special compartment of the registration drawer, a special drawer in the desk, in the order in which they are taken, so that the application bearing the last number assigned is on top, face up.

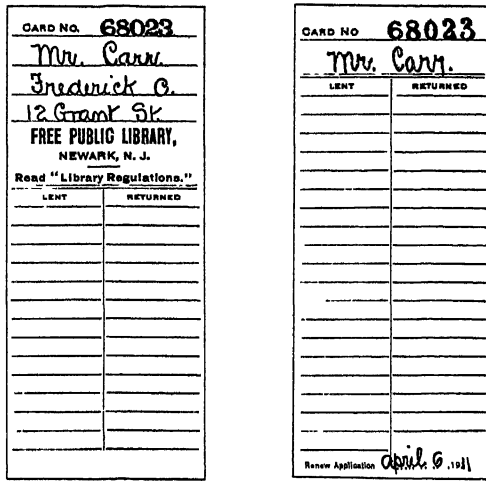


Fig 5 and 5a. Library card, front and and reverse; also known as borrower's card. Printed on both sides, filled in by library assistant. Size, 2 x 5; buff.

Give the borrower his library card with a copy of "Hours of

DEPOSIT STATIONS

A—Garben & Cadell, 807 Clinton Ave
C—D. S. Beldon, South Orange Ave., cor. Seventh St
D—R. M. Laird, Clinton Ave., cor. Monmouth St.
E—D. W. Smith, Walnut, cor Pacific St.
G—A. Galloway & Co, Bloomfield Ave., cor. Garside St.
L—David Bramley, Clinton Ave., cor. Bergen St.
M—W. H. Warren, Mt. Prospect, cor. Verona Ave.
O—John Breunig, 280 Springfield Ave.
S—South St. School
V—William Fischer, 215 South Orange Ave., Vailsburg.

At each of these stations will be found a collection of books from which readers may make selections. Books drawn from the main library may be left at any station (excepting S) to be exchanged. Collections are made every Friday morning and deliveries on Saturday.

BRANCHES.

High School,
No. 1, cor. Broad and Mechanic Sts.
No. 2, cor. Clark and Ogden Sts.
No. 3, 429 Seventh Ave. near 9th St.
No. 4, 245 Springfield Ave., near Belmont.
No. 5, 422 Lafayette St, near Hamburg Pl

HOURS OF OPENING
SUGGESTIONS RULES
THE FRLE PUBLIC LIBRARY
NEWARK NEW JERSEY

FIRST FLOOR:
School Department, Children's Room, Picture Collection Room.

SECOND FLOOR:
Reading Room, Delivery Room, Reference Room, Study Room 4, Bound Periodical Room.

THIRD FLOOR:
Librarian's Room, Catalogue Room, Study Room 3

FOURTH FLOOR:
Assembly Room, Study Rooms 1 & 2, Science Museum.

HOURS.

Delivery and Reference Departments, 9 to 9 every day except Sundays and legal holidays.

Children's Room, every day except Saturday, from 11.30 to 7; Saturdays, 9 to 9; during school vacations 9 to 7.

School Department every day, 9 to 6.

Picture Collection Room, every day 9 to 6; Wednesday and Saturday, 9 to 9; all departments except Reading Room closed Sundays and legal holidays.

Reading Room, every day 9 to 10; Sundays, 2 to 9; legal holidays, 9 to 12.

Entire Library closed Christmas day and Fourth of July.

Fig 7. "Hours of Opening", front. Fig 7a "Suggestions, Rules", reverse. A folder given to borrowers to inform them about the library. Size 2x5

Fig 6. Bates numbering machine; used to assign numbers to borrowers. 6 in. high.

Opening, Suggestions, Rules", Fig 7 and Fig 7 a, with the explanation that on this card may be drawn novels or other books, as many as needed. Offer to show the borrower where to find the books he wishes and explain to him the general arrangement of the library and how to use the card catalogue. Another assistant will meanwhile take your place at the registration desk.

SUGGESTIONS: RULES.

The Library is free to all for reference use.

Any resident of Newark or any non-resident tax-payer may draw books from the library on signing the proper application and agreement. Applications are renewed every three years Non-residents may take books from the Library on payment of three (3) dollars per year.

A temporary resident may borrow books from the Library by depositing five dollars from which will be deducted fifty cents a month. The remainder will be refunded when use of the library is discontinued.

Applications of minors under 18 years of age require the endorsement of parent, guardian, or some responsible person.

Applications must be signed at the library or at one of the deposit stations or branches.

Any resident of Newark can get a "borrower's card." On this card he may take out two or more books, except fiction less than a year old Of the latter only one may be drawn at a time. Books may be kept one month without renewal except those limited to seven days, upon which the limit of time always holds A borrower may renew books at the end of the month by returning them to the library, where they may be charged again unless reserved by some other borrower Three days after this renewal books may be called in, if needed Books cannot be renewed by mail.

If a card is lost it will be replaced after seven days upon payment of ten cents, or without fee at the expiration of 20 days.

A card holder is responsible for all books drawn on his card and for all fines which accrue on the same.

Any card holder may draw any number of books from the Duplicate Collection of popular books at one cent per day per book.

Any book (except fiction and Duplicate Collection books) may be reserved free of charge.

Borrowers must pay for books lost or injured while in their possession.

A fine of two (2) cents a day is imposed if a book is kept overtime At the expiration of three weeks (if the book is not returned) a messenger is sent for the book, who has authority to collect fines, and an additional fee of twenty (20) cents for messenger service. No book will be delivered to a person who has incurred a fine until the fine is paid.

Suggestions of books for purchase are asked for

Kindly give immediate notice of a change of residence.

Fig 7a.

An applicant whose name is not in the directory may also secure his library card at once if his application is endorsed by a card holder in good standing. Have this guarantor sign his name in full on the back of the application blank, Fig 8, then proceed as above.

Husbands and wives may sign applications for each other; a wife may use her own given name or her husband's.

(b) *Card not granted at once, registration postals, etc.* If the applicant's name and address, as given, do not appear in the directory, his address must be verified in some other way, as the library requires no guarantee except the verification of the applicant's address. Fill out the application in the usual way, but do not add the date of

expiration and the borrower's number. Stamp the date of application with your dater, Fig 9, (each assistant has her own, distinguished by a letter assigned to her), directly under the space for the borrower's number, Fig 10. Tell the borrower that he may have his library card in three days. Put the application in a special compartment of the registration drawer with others labelled "Applications for which postals are to be sent". In the evening take out all the applications in this compartment received on that day, and address a registration postal, Fig 11, to each applicant; date the postal with the day's date and after "Librarian" write your initials. Date the applications on the back with your dater, in the upper right corner, and file them in alphabetical order with others in the registration drawer labelled, "Applications for which postals have been sent." Mail the postals before 9 p. m. When the borrower presents his registration postal, find the application in the file, fill it out in the usual way, make out the library card and proceed as before indicated.

If the registration postal is returned from the post office unclaimed, look up the application in the file of "Applications for which postals have been sent", note at the top in pencil, "Postal ret. from P. O." and replace it in the file. Every month go through the file of "Applications for which postals have been sent", examine the dates on the reverse of these, and destroy those that have been standing three months.

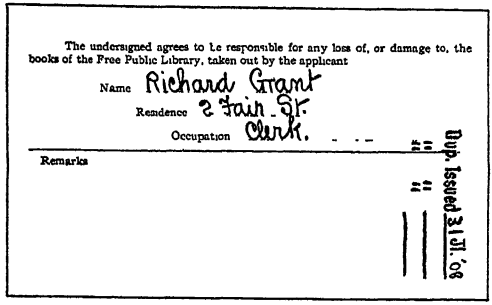
Formerly statistics were kept of the number of registration postals mailed to applicants and of the number returned from the post office, unclaimed; but this practice has been given up as unnecessary.

Minors.

If an applicant is under 18 years of age, secure his signature on an application blank and have a parent, teacher, or some other guarantor who is of age, accompanying him, endorse his application on the back, Fig 8; then fill out the application and grant the borrower's card in the usual way.

If a minor applicant says that his guarantor will call later and endorse his application, secure his signature and fill out the application with the exception of the borrower's number and the date of expiration; stamp with your dater directly under the space for the borrow-

"Minor applications". When the guarantor calls, look up the application, secure the guarantor's signature, fill in the date of expiration and the registration number, and issue the library card in the usual way. Each month go through this file of minor applications and destroy those that have been unclaimed for more than three months.


The undersigned agrees to be responsible for any loss of, or damage to, the books of the Free Public Library, taken out by the applicant

Name Richard Grant

Residence 2 Fair St.

Occupation Clerk.

Remarks

Dup. Issued 3.VII.'08

Fig 8. Reverse of application blank, showing a guarantor's signature. Shows also a record made when a new card is given to a borrower, his old one having been lost.

If a minor is unable for any valid reason to have a guardian come to the library to sign for him, secure the applicant's signature on an application blank; fill in all the spaces except the borrower's number and the date of the expiration of the application. Mail the application to his parent or other guarantor with a "Note to Parents" slip, Fig 12. When the endorsed application is returned, file it in the file labelled "Applications for which postals are to be sent"; then send the registration postal as

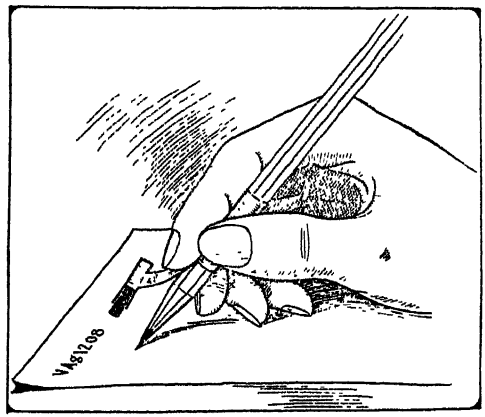
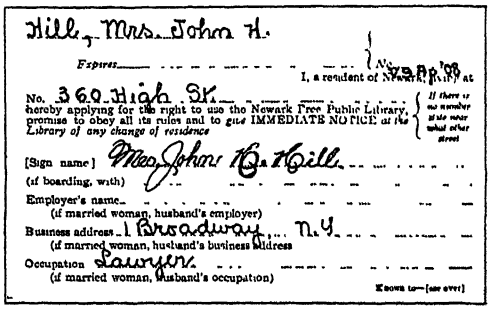


Fig 9. Pencil dater; a movable steel dater attached to a pencil. Holds rubber type for day's date and the distinguishing letter of an assistant; the type is changed daily, by hand.

described above, and on presentation of it issue the library card.

If a minor applicant has had a library card in the young people's department, he goes to the chief of that department and asks for a permit to be transferred to the adult department. This permit, Fig 13, is a slip bearing the child's name, address and number in the young people's department, the legend "ad. cd."(abbreviation for adult card), and the initials of the head of the department; it entitles a minor to a card at once without the guarantor's signature. Fill out the application in the usual way, adding the borrower's number given in the young people's department on the reverse of the application directly over "Remarks", Fig 14.


Hill, Mrs. John H.

Expires ... No. 72 Apr '08

I, a resident of Newark, apply at

No. 360 High St. ... (If there is no number at the entrance what other street)

hereby applying for the right to use the Newark Free Public Library, promise to obey all its rules and to give IMMEDIATE NOTICE at the Library of any change of residence

[Sign name] Mrs. John H. Hill

(if boarding, with) ...

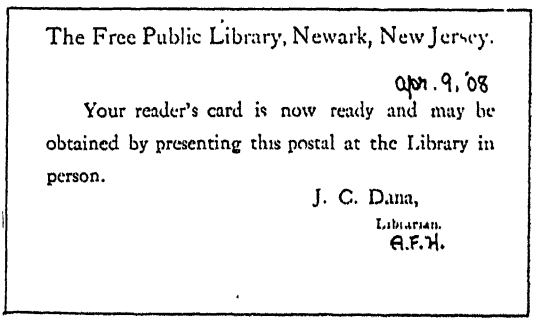
Employer's name ...
(if married woman, husband's employer)

Business address 1 Broadway, N.Y. ...
(if married woman, husband's business address)

Occupation Laundress ...
(if married woman, husband's occupation)

Known to—(see over)

Fig 10. Application blank as filled in when the borrower's card is not granted at once.


The Free Public Library, Newark, New Jersey.

Apr. 9, '08

Your reader's card is now ready and may be obtained by presenting this postal at the Library in person.

J. C. Dana,
Librarian.
A.F.H.

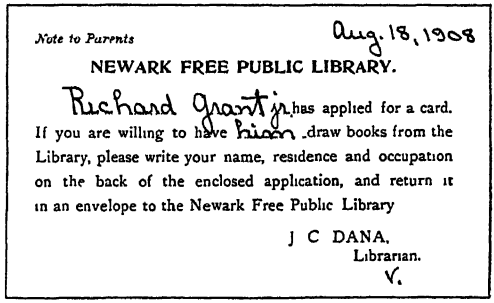
Fig 11. Printed registration postal; filled in by library assistant.

All minors, as soon as they have received their library cards, are directed to the information desk. The assistant there shows them about the library.

Applications Signed at Schools.

Principals of evening, technical, business, high and other secondary schools may have in their schools adult library application blanks to

facilitate granting library cards to their pupils. Each application blank in the teacher's possession is enclosed in a printed envelope addressed to the library. The application blank is signed by the pupil, in the presence of the teacher who fills in the address, business and business address, and endorses it on the back, as in the case of minors. The teacher puts the application, so signed and endorsed, in the envelope addressed to the library and either mails it to the library or sends it by the applicant. If the application is received by mail, fill out the card and application in the usual way and mail the card with a copy of "Hours of Opening, Suggestions, Rules", to the teacher, who in turn delivers it to the student. If the student presents the signed and endorsed application at the library in person, issue the library card in the usual way.



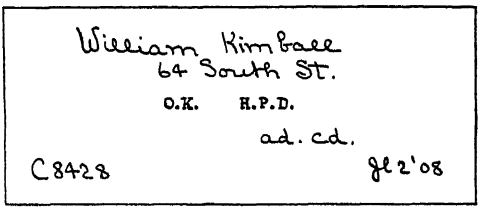
Note to Parents Aug. 18, 1908

NEWARK FREE PUBLIC LIBRARY.

Richard Grant jr. has applied for a card. If you are willing to have him draw books from the Library, please write your name, residence and occupation on the back of the enclosed application, and return it in an envelope to the Newark Free Public Library

J C DANA,
Librarian.
V.

Fig 12. Printed "Note to Parents" slip; filled in by library assistant. Size 3 x 5.



William Kimball
64 South St.

O.K. H.P.D.

ad. cd.

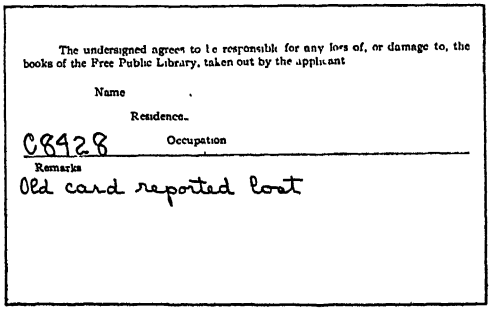
C8428 Jl 2'08

Fig 13. Permit from the chief of the young people's department for a child to get a library card in the adult department. "O. K. H. P. D." is mimeographed; the other matter is written in pencil by library assistant. Size 2 x 2 1-2.

Invalids.

If it is reported that an applicant is unable because of illness to come to the library to sign an application, write on a library envelope his name and address, and say to the person reporting that a messenger will call to procure the invalid's signature. Make out an application blank in the usual way, leaving the line for the borrower's signature blank.

Make out the library card. Put the card and application and a copy of "Hours of Opening, Suggestions, Rules", in the envelope bearing the borrower's name and send same to him by a messenger, on the following day. The invalid signs the application blank, if possible in the presence of the library messenger, and is given his library card. When the messenger returns the signed application to the library, place it in its proper numerical order with others in the registration drawer.



The undersigned agrees to be responsible for any loss of, or damage to, the books of the Free Public Library, taken out by the applicant

Name .

Residence.

C8928 Occupation

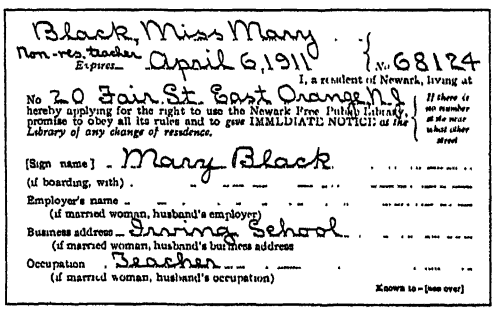
Remarks

Old card reported lost

Fig 14. Reverse of application blank showing record of the former number of a borrower either in adult or young people's department; it also shows location of a note that the card bearing this number was lost.

Cards to Non-residents.

Non-resident tax-payers and members of their immediate families, non-resident teachers, and pupils in public or private schools borrow books from the library under the rules that govern residents of the city. The tax-payer must present his latest tax receipt; the teacher's name must be included in the list published by the board of education, or he must be identified by the office of the superintendent of education, usually by telephone; and the public or private school pupil must be identified by a



Black, Miss Mary

Non-res. teacher Expires April 6, 1911 No. 68124

I, a resident of Newark, living at

No 20 Fair St. East Orange N.J.

hereby applying for the right to use the Newark Free Public Library, promise to obey all its rules and to give IMMEDIATE NOTICE at the Library of any change of residence.

If there is no number at the near what other street

[Sign name] Mary Black

(if boarding, with) .

Employer's name .

(if married woman, husband's employer)

Business address Irving School

(if married woman, husband's business address

Occupation Teacher

(if married woman, husband's occupation)

Known to [see over]

Fig 15. Application showing location of note that a borrower is a tax-payer, non-resident teacher or non-resident pupil.

note from a teacher or in some other way. When the non-resident applicant who is entitled to a card has been properly identified, fill out the application and the library card, writing near the top of each the legend "Tax-payer", or "Non-res. pupil", Figs 15-16.

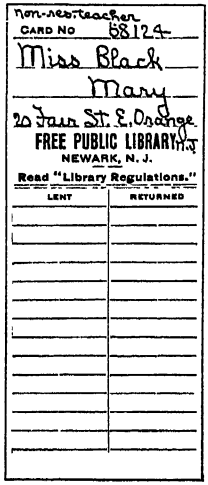


Fig 16. Library card showing location of a note that a borrower is a taxpayer, non-resident teacher or non-resident pupil.

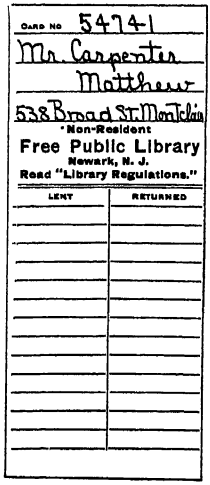


Fig 17. Library card for non-resident borrower who pays for the use of the library. Size, 2 x 5; green.

Other non-residents who wish to borrow books from the library pay three dollars a year. On payment of this fee, make out the application, writing at the top the legend, "Non-res". Fill in the date of expiration one year from the date of registration instead of the usual three years. Fill out a non-resident library card, Fig 17, which is green in color, to distinguish it from the usual card, only two books being allowed on it at one time. Write the name of the town in which the non-resident borrower lives, directly after the street address on the application and card, Figs 15-17. Put the money received into the cash drawer; enter on the daily cash account at the lending desk "$3.00, non-res. cd." In addition to the two books allowed him a non-resident borrower may take on his card at one time as many of the duplicate pay collection of books as he wishes. See Charging System.

Cards to Temporary Residents.

An applicant living in the city temporarily may have a library card by depositing five dollars, from which amount fifty cents per month is de-

ducted as long as he uses the library. On payment of this sum fill out an application and issue a card as usual; but make the time of expiration ten months from the date instead of the usual three years. Write

NO	NAME	RESIDENCE
Mr '08		
54741	Mr. Matthew Carpenter	538 Broad St. Montclair, N.J.
54742	Mr. Andrew Wilson	107 Clay St.

Fig 18. Section of a leaf from registration book.

on the face of both application and borrower's card, near the top, "Temp. res." put the five dollars in an envelope and write on the outside "$5.00 deposit, temporary resident", also borrower's name and address and date. Seal the envelope and place it at the back of the registration drawer. When the borrower gives up his library card refund to him from this envelope the proper amount; enter the balance on the cash account at the lending desk. See Charging System.

The Registration Book.

Each afternoon take from the registration drawer all borrowers' applications that have accumulated since the afternoon before, except the latest one, which is left as a guide in assigning the next number, and enter them in the ledger with numbered lines called the registration book. On the line in the registration book bearing the number corresponding with the number of the application, write the name, not inverted, and the street address of the borrower. In the case of a non-resident write also the name of the town in which he lives, directly under the street address, Fig 18. Write the date of the first application to be entered immediately above the number of that appli-

1007 Broad St new ad.

Jones, Miss Amy E.

10048

Fig 19. Change of address slip. The note is made in pencil by the library assistant. Size, 2 x 5.

cation. This work is done at some place other than the registration desk, that the routine of the desk may not be interfered with.

If a borrower's name is to be changed (see under heading, "Change of name") look up that borrower's number in the registration book, paste a Dennison election sticker over the old name and write the new name on the sticker.

For the sake of economy of time in writing borrowers' numbers, keep these numbers as small as possible. Library cards expire every three years; at the end of six years the registration book begins again with the number 1.

The Application File.

The application file is the alphabetical file of borrowers' applications in the drawers of the application case. Library cards not in use, fine notices, notices of cards lost and all records concerning borrowers are also filed here, directly in front of the application of the borrower to whom they may refer. Arrange alphabetically by borrowers' names the applications which have been entered in the registration book. File these alphabetically with the others in the application file. Leave the applications, as they are filed, standing on end, that they may be revised and then turned down by another assistant. This revision is essential and completes the work of registering a borrower. The filing may be done by a messenger.

Occupation Record; Street Index.

Formerly a record was kept of borrowers' occupations; also a street index to borrowers. These records were made directly from the borrowers' applications and were written on small ruled slips of paper, 2 inches by 5 inches. They were kept in separate files in the lower drawers of the application case. The occupation slips contained on the first line the borrower's occupation and registration number; on the second the borrower's name; below that his address. The slips were filed alphabetically, 1, by occupations, 2, by borrowers' names. The street index slip contained on the first line the name of the street followed by the number, and to the right the borrower's registration number; on the second line the borrower's name, inverted; the slips were filed 1, alphabetically by street names, 2, numerically by street numbers, 3, alphabetically by borrowers' names. Both of these records have now

been discarded as unnecessary. The main use of the street index was to record cases of contagious diseases among borrowers. This is now done in a much simpler way through co-operation with the board of health. See Charging System.

Renewal of Application.

A card which is three years old must be renewed. To renew it, find the old application in the application file; destroy the old application and library card; issue a new application and card as though the borrower had never had a card before, except that the address need not be again verified. On the reverse of the new application write the borrower's old number, Fig 14. If the old card indicates that there are books charged and not yet returned, clip it to the new application to be filed in the application file until the books are all discharged, and then destroy it.

If the borrower's old library card is lost and a period of two months has elapsed since it expired, issue a new application and card as above.

If the borrower's card is lost, and it expired less than two months previously, note the loss in the manner described under the heading, "Lost cards", and tell him to call after twenty days to renew his application. He may continue to borrow books meanwhile on his old card number. See under the heading "Lost Cards." At the end of twenty days a new application is made out and a new library card is granted as above; write on the back of the application, directly under the borrower's old number, "Old card reported lost", Fig 14.

A non-resident's card must be renewed every year. To do this, upon payment of the fee of three dollars, look up the borrower's application, erase the old date of expiration, write in the new date of expiration, one year from the present date, and return the application to the file. When a number has been used three years by a non-resident borrower, which fact is ascertained from the registration number, make out a new application and library card in the usual way.

Change of Name.

If a borrower reports that because of marriage or for any other reason she has changed her name and her old application has not expired, have her sign a new application in her new name. Fill out the application in the usual way, but copy the old registration number and date

of expiration in the proper spaces on the new application. Write "Married" or whatever the reason for the change of name may be, across the face of the old application. Make out a new library card. Destroy the old card. Clip the new application to the old one and drop it into the registration drawer with other applications taken during the day, to be changed in the registration book. If the borrower's old library card is lost, she must wait the usual time for her new one. See under the heading "Lost Cards."

Change of Address.

Borrowers are required to report changes of address immediately. When a change of address is reported, note on a blank slip of paper the borrower's name, number and new address, followed by "new ad.", Fig 19. Put the slip, with others labelled "Changes of address", in the registration drawer. On the borrower's card erase the old address and write the new, and return the card to the borrower.

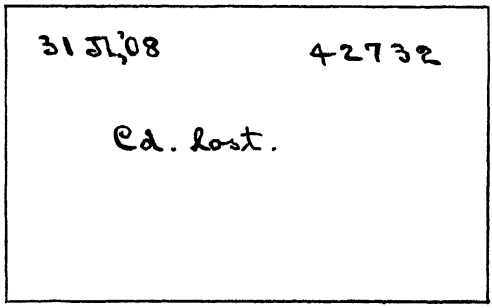


Fig 20. Note of a library card reported lost; written in pencil. Size, 3 x 5; pink.

Each afternoon take the slips labelled "Changes of address" to the work table with the registration books. Arrange the slips numerically by borrowers' numbers. Look up each number in the registration book, and paste a Dennison election sticker over the old address; write the new address on the sticker; write "Bk." in pencil on the slip showing that it has been entered, that the next person who takes up the work may know where to begin. Having changed the addresses in the registration books for all of any group of slips, next arrange the same slips alphabetically by borrowers' names. Find in the application file the corresponding application for each slip and change the address by means of an election sticker. Replace the application in the application file. Destroy the change of address slip.

Lost Cards.

When a borrower reports his library card lost, write in pencil on a blank slip of pink paper the legend "Card lost", the date, and the borrower's number, Fig 20. File this slip at once just before the borrower's application. Tell the borrower he may have a new card in twenty days free of charge; or, after seven days upon payment of ten cents. If the borrower wishes to take a book in the meantime, let him sign liability slip, Fig 21, an agreement which makes him financially responsible for books drawn on his card number, if the library records show these not to have been returned after they become due; add the borrower's number and the day's date; and file at once before the borrower's application. Write on a small blank slip of paper the borrower's number and the day's date, Fig 22, and tell him to present this with his books at the charging desk.

Card no. 42732 Date Jl. 31 '08

The undersigned will be financially responsible for books drawn on card number, in case the library records show these not to have been returned.

(Signed) Daniel Cooper

Fig 21. Liability slip; an agreement that a borrower will be responsible for books charged on his card number. A mineographed form, filled in by library assistant and signed by borrower. Size, 3 x 5; pink.

When the borrower calls at the end of twenty days, look up the pink slip bearing the legend "Card lost", etc. Make out a new library card, writing "Dup." on its face in the upper left corner, to show that it is a duplicate. Give the borrower the new card. Remove the application from the file; stamp it on the back with the rubber stamp which says "Dup. issued", and add the date in the proper place to show when a new card was issued, Fig 8. File the application back in its place at once. If a borrower wishes to get a new library card at the end of seven days upon the payment of a fee of ten cents, make out a new card as above. Put the ten cents in the cash drawer. Enter on the cash account at the delivery desk "New cd. 10 cts." See Charging System.

Formerly statistics were kept of the number of library cards reported lost and of duplicate new cards issued; but this practice was given up as unnecessary.

Filled Cards.

When a library card is filled with charges for books, the borrower presents it at the registration desk for a new one. Look in the application file to see if there are any fines against the borrower's name. If there are no fines and all charging dates on his card are cancelled, make a new card, an exact duplicate of the old one. Destroy the old card. If the card shows that there are books still charged and not yet returned, transfer the uncancelled dates, in ink, to the new card before destroying the old one. If there are more than four such charges to copy, write in pencil across the card "New card issued"; give the reader a new card without copying the charges; file the old card at once in front of the application, where it remains until all books charged on it have been returned and the charges have been cancelled; then destroy it. The old card with uncancelled charges must never be given to the borrower.

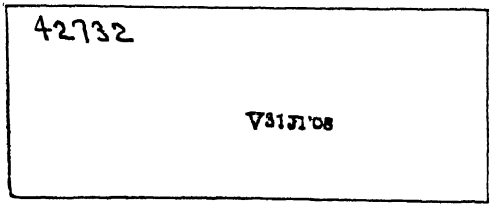
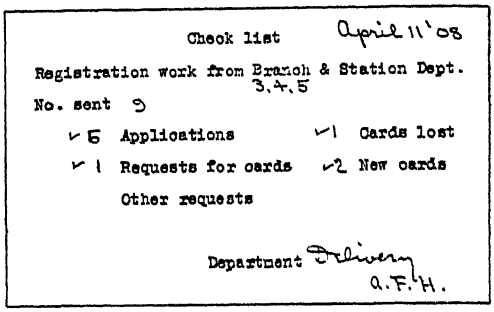


Fig 22. A charging slip which is given to a borrower to present at the desk with his books when his card has been reported lost; size, 2 x 5.

Library Cards Not in Use. Cards Transferable.

Borrowers who are not using their cards may leave them at the library if they wish. Drop them as received into a special compartment of the registration drawer. Each afternoon arrange them alphabetically and file them before the borrowers' applications in the application file. In filing, compare each card with its application to be sure that not only the names but also the addresses and numbers are alike. File the library card in front of any other material that may be filed before the application, so that in looking it up your attention is at once drawn to notices, or to any fines charged against the borrower. A messenger does this filing with revision.

Library cards are transferable. When a borrower calls for a card which has been left at the library give it to him at once unless there is a fine or some other notice before the application warning you not to let him have it. If a borrower does not wish anyone else to use his card, he notifies the registration assistant. When such a notice is received write at once, in pencil on a slip of pink paper the size of application blank, the words, "Issue card to owner only", and file this before his application in the application file.


Check list April 11 '08

Registration work from Branch & Station Dept.
3, 4, 5

No. sent 9

6 Applications 1 Cards lost

1 Requests for cards 2 New cards

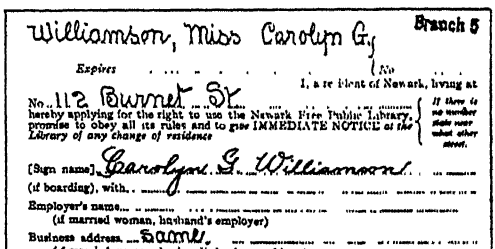
Other requests

Department Delivery
A. F. H.

Fig 23. Branch and station department check list. A mimeographed form, filled in by branch and station department, and checked by lending department. Size, 6 x 5; cut shows half of blank.

Branch Library and Station Registration.

(a) *Main library procedure.* Borrowers at all branch libraries and stations are registered at the main library. At 1 p. m. daily the main registration desk receives from the branch and station department all applications that have been signed at branches on the previous day, together with notes of borrowers' changes of addresses, library cards reported lost, requests that library cards on file at the main library be sent to a branch, etc. With these items is sent a check list, Fig 23, on which each item is noted.


Williamson, Miss Carolyn G. Branch 5

Expires ... No ...

I, a re Plent of Newark, living at

No. 112 Burnet St. ...

hereby applying for the right to use the Newark Free Public Library, promise to obey all its rules and to give IMMEDIATE NOTICE at the Library of any change of residence

If there is no number state near what other street.

[Sign name] Carolyn G. Williamson

(if boarding), with. ...

Employer's name. ...
(if married woman, husband's employer)

Business address. Same.
(if married woman, husband's business address)

Occupation. Trained nurse.
(if married woman, husband's occupation)

Knows no (see over)

Fig 24. A branch application as received at the main library.

Branch applications received at the main library bear the name of the branch stamped in the upper right corner, and all other needed data, except the date of expiration and the borrower's number, Fig 24. "O. K." written in the upper right corner of the application signifies that the borrower's address has already been verified at the branch.

The Free Public Library, Newark, New Jersey

Apr. 11 '08

Your reader's card is now ready, and may be obtained by presenting this postal at ~~Deposit Station~~ Branch 4

249 Springfield Ave.

J. C. Dana, Librarian.

A. F. H.

Fig 25. Registration postal sent to a branch applicant.

Compare each application not marked "O. K.", with the city directory. If the address is verified, fill out the application in the usual way. Fill out a library card, write the name of the branch in the upper right corner, lay it aside to be sent to the branch. Place the application in the registration drawer with others, in numerical order, to be entered in the registration book and filed at the main library.

When the address on a branch application cannot be verified, fill out the application and grant a library card in the usual way. Address a special registration postal, Fig 25, to the applicant. Clip to the borrower's card a printed slip the size of the card reading "Give this card to borrower *only* upon presentation of proper postal". Lay the card aside to be sent to the branch and station department at the proper time and drop the application in the registration drawer, to be written up in the registration book and filed in the usual way. Mail the postals on the evening of the following day to make sure that they do not reach applicants until after their cards have been received at the branches.

When a library card is reported lost through a branch or station, make out a new card at once, write "Dup." in the upper left corner and the name of the branch in the right, stamp the application on the back with the duplicate card stamp, attach to it the lost card slip,

on which the report of the lost card was made through the branch and station department, Fig 26, and put it with other material for the branch and station department. File at once, before the borrower's application, the usual pink slip on which is written the borrower's number, the legend "Card reported lost", and the date; add to this slip "Card sent to Br.··". The branch librarian or station keeper does not give the borrower his new card until twenty days have elapsed from the time the card was reported lost.

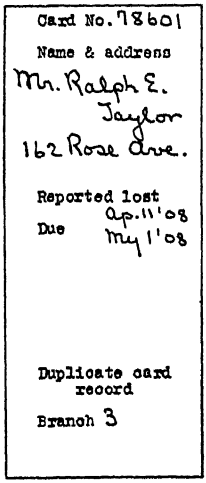

Card No. 78601
Name & address
Mr. Ralph E. Taylor
162 Rose Ave.
Reported lost
Due ap. 11 '08
my 1 '08
Duplicate card record
Branch 3

Fig 26. Lost card slip used by a branch or station to report a card lost. A mimeographed form, filled in by branch assistant. Size, 2 x 5.

As each item on the branch and station department check list is attended to, check it; add your initials. Send all the branch borrowers' cards and other things asked for, together with the check list, to the branch and station department before 2.45 p. m. This department mails the material to the several branches.

Each Friday the branch and station department sends to the registration desk applications and requests from deposit stations in the same manner as are sent the daily requests from branches. The routine is the same as for the branch work, the name of the station being substituted for the name of the branch. The branch and station department distributes this material to the deposit stations.

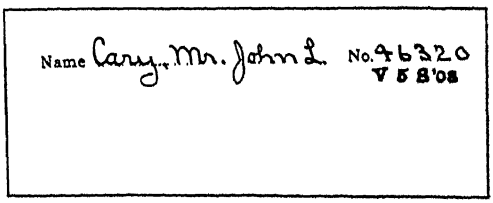

Name Cary, Mr. John L. No. 46320
V 5 8'08

Fig 27. Card on which the name record of a borrower is kept at a branch. The file of such cards corresponds to application file at the main library. Size, 2 x 5.

On the first of each month, the branch and station department collects and sends to the registration desk all cards that have been on file at the branches and stations for

more than one month. File these in the main library application file.

(b) *Branch library procedure.* At the branch library, keep a daily record of the number of applications taken and check this when the borrowers' cards are received from the main library. For each borrower's card received at the branch, make two registration records on cards. On one card, 5 x 2 in size, Fig 27, note the borrower's name, inverted, and his registration number; file this alphabetically by the borrower's name in the name file, which takes the place, at branch, of main library application file. On a second card, 5 x 3 in size, Fig 28, note the borrower's full name, inverted, his address, and his registration number; date with your dater directly under the registration number; file this slip numerically by the registration number, in the registration file, which takes the place of a registration book. Keep these files in special drawers of the catalog case, which stands near the desk. Keep borrowers cards, left at the branches, together with all fine and other notices clipped to them, filed by the borrowers' surnames, in the charging tray.

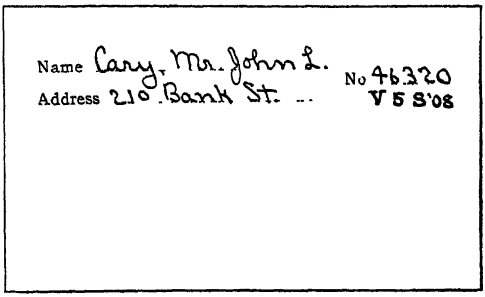


Fig 28. Card on which the registration number record of a borrower is kept at a branch. The file of such cards corresponds to registration books at the main library. Size, 3 x 5.

Statistics.

On the first day of each month compute from the registration books the number of borrowers registered during the month and the number of borrowers registered to date. Send these statistics to the head of the lending department, who in turn sends them to the office of the assistant librarian, where all records of statistics are made and kept.

Expired Applications.

In June each year, go carefully through the application file, from A to Z, and destroy all applications which expired more than six months previous, with no charges against them, together with cards and notes

pertaining to them; also those with charges of less than twenty-five cents against them which expired more than three years previous; and all those with charges more than seven years old, except for books borrowed and never returned, or with legends, " Issue no books without the consent of the librarian ".

ALPHABETICAL LIST OF SPECIAL FURNITURE AND EQUIPMENT REQUIRED FOR REGISTRATION WORK

Application blanks The form, printed on both sides, on which a record is kept of a borrower's name, address, occupation and business address; contains also a written pledge to be signed by the borrower. Figs 4 and 8. Size, 3" x 5". Paper, Sylvia ledger, 16" x 21", 28 pounds to a ream. Made by a local printer in lots of 10,000, for $12.50.

Application case A standard oak Library Bureau catalogue case having 8 tiers of 6 drawers each; contains the alphabetical file of borrowers' applications and other records on cards. Size, 40" x 18" x 48" high. Cost, $95.00.

Bates numbering machine A steel numbering machine which is used only to assign borrowers' numbers. Fig 6. Made in West Orange, N. J. Cost, $8; ink for metal letters, 39 c. per bottle.

Branch Name Cards The printed forms on which a record is kept, at a branch, of borrowers' names, in alphabetical order. Fig 27. Size, 2" x 5". Paper, Sylvia ledger, 17" x 21", 28 pounds to a ream. Made by a local printer in lots of 10,000 for $6.00.

Branch Registration Cards The printed forms on which a record is kept at a branch of borrowers' numbers, in numerical order. Fig 28. Size, 3" x 5". Paper, Sylvia ledger, 17" x 21", 28 pounds to a ream. Made by a local printer in lots of 10,000 for $6.00.

Check lists for branch library and station work A mimeographed form, made at the library. Fig 23. Size, 3" x 5". Juno cream laid paper; 22" x 24", 40 pounds to a ream; cost, $2.52 per ream; cut in the library's bindery, at a charge for the time required.

City directory A new one is bought each year; it is used for

the verification of borrowers' names and addresses. Cost, $6.00. Usually rebound in two parts, the business directory separate, at a cost of 80 cents per part.

Daters One steel pencil dater that holds rubber type for the day's date is needed for each assistant. Fig 9. Made by Library Bureau; style 25h. Cost, 25 cents each.

Dennison election stickers Strips of gummed paper, 1-4" x 2 1-2", used for changing records on applications and in registration books. Made by the Dennison Manufacturing Co., Boston, Mass. 40 stickers to one sheet. Cost for 500 sheets, $3.50.

Duplicate card stamp A rubber stamp used to record the granting of a new library card to replace one lost. Impression of this stamp is shown in Fig 8. Made to order by a local firm. Cost, 35c.

"Hours of Opening, Suggestions, Rules." A folder, printed on both sides; given to borrowers to inform them about the library. Figs 7 and 7a. Size when folded, 2" x 5". Paper, ledger, 16" x 21", 24 pounds to a ream. Printed by local printer, in lots of 5,000 for $10.00.

Liability slips Slips containing an agreement to be signed by a borrower who has lost his card and wishes to borrow books in the meantime. Fig 21. Mimeographed. Size, 3" x 5". Paper, pink mimeograph laid, 22" x 24", 40 pounds to a ream; cost, $2.70 per ream; cut in the library's bindery at a charge for time.

Library cards A card printed and ruled on both sides and having a space for the reader's name, address and number, and the name of the library; on this card a record is kept of books borrowed and returned. Fig 5. Made by a local printer. Size, 2" x 5". Card, No. 1, tag manilla, 22" x 28", 140 pounds to a ream. Cost for 10,000, $8.50.

Lost card slips A mimeographed form, used in reporting cards lost at branches or stations. Fig 26. Made by the library. Size, 2" x 5". Paper, pink mimeograph laid, see above; cut in bindery.

Non-resident library cards A library card given to a non-resident borrower; green in color, to distinguish it from the usual card.

Fig 17. Made by a local printer. Size, 2" x5". Card, cheap Bristol board, 22" x 28", 140 pounds to a ream. Cost for 1,000, $2.50.

Pink slips Pieces of paper, pink in color, the size of an application blank, 3" x 5", on which are made records to be filed before borrowers' applications. Paper, pink mimeograph laid, see above; cut in bindery.

Registration book A ledger used to record borrowers' names in numerical order by their registration numbers. Contains 350 pages, thirty lines on a page; ruled in three columns, measuring respectively 1 3-8", 3 1-8" and 2". At the top of the several columns is printed "No.", "Name" and "Residence". Fig 18. A series of numbers, 10,000 in all, is stamped on the lines of the first columns; these numbers correspond to numbers assigned to borrowers. Size, 12 1-2" x 7 1-2" x 1 1-4" thick. Binding, full black morocco, decorated simply. Paper, Weston's linen ledger, 17" x 28", 40 pounds to a ream. Cost $12.00, if numbered by printer; $8.00, if numbered by library with Bates numbering machine set to number consecutively.

Registration desk An oak desk 42" x 30" x 39" high. Contains one drawer 9" x 7" x 3 1-2" deep, divided into several compartments, where are kept supplies for the day, and work that is under way.

Registration postals The postal, printed on reverse only, which is sent to a borrower to verify his address; it notifies him that his library card is ready. Fig 11. Cost for printing 1,000, $1.00.

Rubber type Each assistant has a box of rubber dates for her pencil dater. Made by the Library Bureau; No. 26a large size type. Cost, 40c. per box. A separate box of capital letters is also needed to assign to each assistant a special letter for her dater. Cost of box containing 4 sets of letters, 50c.

Stamping pads Two ink pads about 3" x 4 1-2" for stamping purposes. Cost, about 40c.; per dozen, $2.50. Red ink for inking same, $1.30 per 8 oz. bottle.

Teachers' list A printed list of the names of teachers employed in the public schools of the city; extracted from the annual report of the board of education, and bound separately, in cloth, at a cost of about 15c.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part I

The Lending Department

Section 2 Lending and Receiving Books: The Charging System

By Sara C. Van de Carr

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

NOTE OF EXPLANATION

Section 1 of this part of Modern American Library Economy, The Registration Desk, has an introduction in which the purpose of this series is set forth, and the city of Newark and the Newark library building are briefly described. The building is there illustrated by a drawing of its exterior and a plan of its main floor, which contains the adult lending department. The entrance to the lending department and the desks are also described in detail, by means of cuts. It seems unnecessary to repeat these illustrations in this section.

The adult department in the main building has about 60,000 volumes for lending. The greater part of these books are shelved in the lending department and in the adjoining third floor of the book-stack.

By the phrase "See The Registration Desk" the reader is referred to the pamphlet with that title; by the phrase "See under the heading ——". he is referred to other parts of this pamphlet.

In the descriptions which follow of the lending and receiving of books I first give a brief outline of the whole process; and then take up the several steps of the process and describe each of them in detail. Some of the descriptions may seem at first sight unduly full. On examination I believe they will be found not to be so. The Newark Library has often been asked by other libraries to give descriptions such as are here found of difierent phases of its work.

It is not to be supposed that any other library will copy the work here described in all its aspects; but these descriptions have, I hope, been written in such a way that from them any library, large or small, can adopt into its own system any part of the Newark system — any blank or method,—and make no errors therein; or can adapt any of these methods to suit its own conditions.

S. C. V de C.

Newark, N. J.
April 10, 1909

Lending and Receiving Books: The Charging System

The system used to keep account of books lent is known as the Newark charging system. It was evolved about twenty years ago by Mr. Frank P. Hill, former librarian of the Newark library, from systems of the same general character which had been used in libraries for several years.

The System in Outline.

The person who wishes to borrow books, registers, is assigned a number and given a card bearing his name and number and having blank spaces for charging books. An attendant dates this card once for every book or magazine borrowed on a certain date from any department of the main library or from any branch or station. Ordinarily a borrower carries his card when he has books out; he may leave it at the library when not in use.

To each book in the library is assigned a distinguishing number or legend used only for that particular book. This legend is written above a manilla pocket which is pasted to the last fly leaf of the book and which has space for charges. It is written also on a slip that fits into the pocket and has blank spaces for charges. The legends on the slip and above the pocket must always be exactly the same. When a book is at the library its slip is in the pocket, Fig 1.

When a book is lent the borrower's card is stamped with the day's date, Fig 2; the book slip is then taken out of the pocket, dated and the number of the borrower's card written on it; the date and the borrower's number are also recorded on the book-pocket. Fig 1. The book and the borrower's card then pass into the borrower's possession.

The book-slip is held at the library, filed, 1, by date, 2, by book-legend. On the return of the book, if the dates and borrower's numbers on the book-pocket and borrower's card agree, the charge on the borrower's card is canceled by stamping the day's date opposite the charge date, see the 1st charge in Fig 2; this is in the nature of a receipt for the book. From the book-legend and the date on the pocket, the book-slip is found and returned to the pocket, and the book is put back on the shelves.

Books are lent for a specified time. Fines are charged for books kept overtime. As the book-slips are filed by date, it is possible to know what books are due on a given date; this is called a time-record. The filing of the slips numerically or alphabetically, by book, under date, furnishes a book record which makes it possible to ascertain at any time, by looking in the proper place under each date, if a certain book has been borrowed, and when, and, from the borrower's number, by whom. Ordinarily charging-dates are stamped in red ink; novels less than one year old are charged with blue ink to distinguish them, as only one of these may be charged on a card at one time. Black ink is used for charging books at branches; green

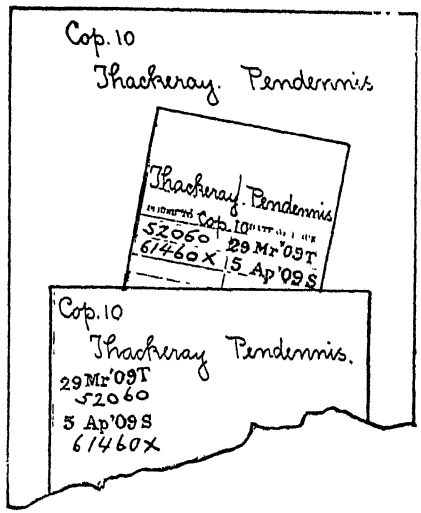
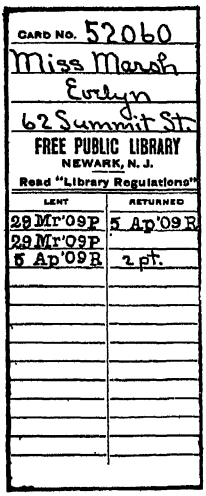


Fig 1 Upper part of last page of book, showing part of book-pocket. Size, 3 1-4 x 4 3-4; manilla. Part of book-slip. Size, 2 x 5; bristol card. Book-legend above; a label strip is used when end papers are too dark to show book-legend clearly. Size, 1 x 3 3-4; manila.

ink at stations; and purple ink in the children's room; so that books not issued through the lending department may easily be recognized at once.

Some Advantages of This System.

Some of the advantages of this charging system are its simplicity and elasticity. In charging, three dates are stamped and two numbers written. One assistant can charge on an average eight books a minute. In discharging a book, one date only is stamped while the borrower waits; the book is then laid aside to have its slip looked up later. As many books as are needed may be borrowed at one time; or the number may be limited. From the borrower's card it is easy to see if he has charged to him any books that are overdue, in which case his card is held until the books are returned and the fines paid.


CARD NO. 52060
Miss Marsh
Evelyn
62 Summit St.
FREE PUBLIC LIBRARY
NEWARK, N. J.
Read "Library Regulations"

LENT	RETURNED
28 Mr'09P	5 Ap'09R
29 Mr'09P	
5 Ap'09R	2 pt.

Fig 2 Library card. Shows canceled and uncanceled charges.

It is possible to charge books without a borrower's card and this is frequently done. See under heading "Books Charged without Cards". The question of dispensing entirely with borrowers' cards has been carefully considered and was tried at two branches, but without good success. In a large public library serving all classes of people it seems essential to have a system that allows for a receipt to a borrower for a book returned. Such receipt is perhaps most easily given by means of a card carried by the borrower. If the borrower fails to present his card and have it properly canceled when books are returned, he knows that the fault is his and he must take the consequences if the books cannot be found and the library records show them not to have been returned.

The Lending Desk.

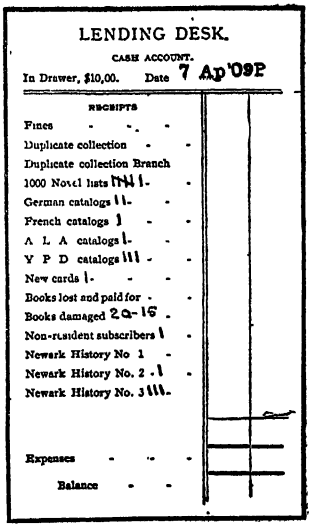
Books are borrowed and returned at the lending desk, which is directly in front of the main entrance to the department, at a distance of 11' 8" from the door. Reg. Desk Fig 2. This desk is 11' 6" x 2' 6" x 3' 2" high; an average of about 1000 volumes a day are lent here, on the busiest days from 2000 to 3000, and approximately the same number returned. An iron rail is screwed to the center of the front of the desk at a height of 2' 10" and, supported by uprights, extends to the door. On either side of this rail are other rails, also supported by uprights and starting from the two sides of the doorway, forming with the center rail two aisles.

Usually people enter or go out by either aisle at will; at busy times they keep to the right. The rails are so arranged that if borrowers are standing at the entrance side of the desk, there is still room for others, who do not wish to stop at the desk, to pass behind them into the room. On the exit side the rail is purposely set so near the desk that every borrower in going out must wait his turn, if he has books to be charged or not, and all must pass in single file immediately in front of the desk. This makes it difficult for anyone to carry out books that have not been charged.

The desk has four drawers which hold supplies enough for a few days, the main stock of supplies being kept in the stock room. At the right of the center of the desk is a small cash drawer. This is divided into three compartments: one for small change, one for receipts which require a separate accounting and one for bills and an extra supply of change. Under the desk, to the left of the center, is a shelf, where at specially busy times it is convenient to place books as they are returned; ordinarily they are placed on the table behind the desk. Just to the right of the center of the desk is a push button for an electric bell that summons a messenger.

On the top of the desk is an open wooden slip-tray where are kept slips of books lent during the day; this tray is divided into 15 compartments and many guide boards bearing the numbers of the main classes into which the books are divided. Both at the front of the desk and at the extreme right end are red and blue ink pads, and a

blue-ink dater, see under the heading "Daters and Ink Pads". At the center of the desk is an account pad, Fig 3, for noting special receipts and disbursements. At right angles to the left end of the desk and separated from it by a narrow passage is a desk, Reg. Desk Fig 3, which corresponds to the registration desk at the other end. This desk is used to display book-lists for sale; though at the busiest times books are charged on it.


LENDING DESK.

CASH ACCOUNT.

In Drawer, $10.00. Date 7 Ap'09P

RECEIPTS

Fines

Duplicate collection

Duplicate collection Branch

1000 Novel lists

German catalogs

French catalogs

A L A catalogs

V P D catalogs

New cards

Books lost and paid for

Books damaged 20-15

Non-resident subscribers

Newark History No 1

Newark History No. 2

Newark History No. 3

Expenses

Balance

Fig 3 Petty cash account slip. Size, 3 1-8 x 5 1-4.

Assistants leave less important work to go immediately to the desk when needed so that no one shall be kept waiting; even at the busiest times borrowers never have to wait more than a few moments. Ordinarily assistants at this desk stand at their work; when the work is continuous the assistant at the center of the desk sometimes sits. Books must not be charged at the same time at both the center and the right end of the desk, as this would block the exit. When one or two extra people go to the desk to charge books, they stand well to the right of the exit; the person at the center of the desk stops charging as soon as an assistant at the right begins.

Lending Desks in General.

As is shown by the floor plan and the diagram given in the pamphlet, The Registration Desk, this desk is much smaller than most architects and librarians advise. It is proper, therefore, to say that it is all that is left of the original, about five times as large, which was set up by the architect, partly to make the room properly "balanced", when the building was erected. It has been cut down gradually to its present proportions as trial and observation suggested. Newark experience indicates that nearly all delivery desks are much too large, much too elaborate and much too shut-in.

The Slip-Table.

Behind the lending desk, at a distance from it of 3' and a little to the right of the center of it, is the slip-table, 4' x 2' 4". To the left on this table, is a row of slip-boxes, which hold the slips of books in circulation. Before the slips for each day is a wooden guide, which protrudes above the slips and has at the top the number of the day in large clear figures; at the beginning of a month is a guide bearing the name of the month. Fig 4. The boxes on the table vary in number from 10 to 16. Each box holds about 900 slips. A strip of wood nailed to the table, 7" from the back, keeps the boxes in place and well toward the front, leaving a space at the back wide enough to accommodate a row of books, a jar of paste and a box and bowl for supplies used here. At the right end, the end nearest the desk, is left a space for books that are to be slipped. At this end of the table, 18" below its top, is suspended a shelf attached to the table by a bracket arrangement; here also are kept books to be slipped. At the left of the slip-table is a book-truck on which books are placed when slipped to be wheeled away, sorted and put back on the shelves.

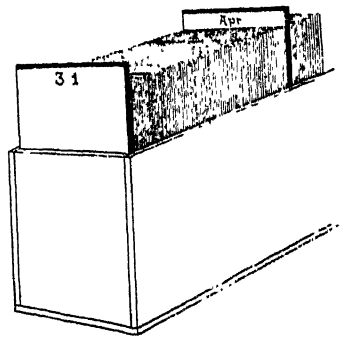


Fig 4 Slip-box. Holds slips of books in circulation. Size, 12 x 2 1-4 x 3 3-4.

After books are discharged at the desk they are placed at once on the slip-table. At particularly busy times it is sometimes more convenient to put the books on the shelf under the desk, and remove them from time to time from this shelf to the slip-table. It happens very rarely that both the slip-table and shelf become so full of unslipped books that it is necessary to carry books to a table in the working-space until such time as they can be slipped. When necessary two assistants can work here; and occasionally a third person sorts books for the two who are slipping; that is, she divides them by date so that each person who slips will get only those books whose slips are to be

found in the boxes immediately before her. Assistants at the slip-table sit at their work.

Assistants.

The heads of the two desk forces are in charge of the lending desk and slip-table and all that pertains to them. These assistants do not work here all the time; they help in the general work of the department; but it is their duty to see that the work here is properly carried on. The head of the morning force makes the desks neat and orderly in every detail; sees that the needed supplies are in place and orders from the stock clerk whatever may be lacking; takes care of the money received the previous day; sees that there is change in the cash drawer for use during the day; and that all the desk work is properly caught up. The head of the evening force is responsible for leaving everything in order at the end of the day; makes up the cash account; and sees that the most necessary work is done.

All members of the staff work here if needed. At the quietest times one assistant can charge and discharge all books; as many as seven are sometimes working at one time at the desk and slip-table.

Borrower's Cards.

Each borrower has only one library card, which contains his name, address and number, and the date of expiration of the card. See the Registration Desk. Books or periodicals from any branch or station as well as from the main library are charged on it. The children's room issues a separate series of cards; but juvenile books may be charged on an adult card, and a child may have an adult book on his card by presenting a permit from the chief of the children's room. Only two books at one time may be lent on a juvenile card. A non-resident who pays for the use of the library is given a special card, green in color, to enable it to be easily distinguished, as only two books, three volumes at the most, may be lent on such a card.

When a book is lent, the library assistant adds to the card the present date; on the return of the book she stamps the day's date opposite the charge date as a receipt for the return of the book, Fig 2. A borrower may carry his card or leave it at the library.

Book-Pocket, Book-legend, and Label.

Each book is provided, in the catalogue department, with a book-pocket, in which the book-slip is kept. This is a piece of plain manilla paper, Fig 1, pasted along the bottom and at the upper corners to the last fly leaf, opposite the back cover of the book. Above this pocket is written the book-legend, Fig 1, that is, the classification and author numbers assigned to the book; or if the book is fiction, the author's surname and the title; and the copy and volume numbers, if any. The pockets are pasted in very carefully according to the following directions: paste along the bottom to a depth of ¼"; and beginning at the upper corners for 1" down the sides to a depth of ⅛"; place the pocket ⅜" from the bottom of the page. Write the book-legend 2" above the pocket when possible, but never less than ¼" from the top of the page. If the paper of the fly leaf is so dark that the book-legend will not show clearly if written on it, the legend is written on a strip of paper, called the label-strip, of the same material as the pocket, and pasted flat in the same place that the book-legend should occupy. When a book is lent, a library assistant adds to the pocket the date of lending and below that the reader's number. When the pocket is filled with charges the book is sent to the repair room to have the old pocket replaced by a fresh one. See under the heading "Work of the Slip-Table".

The legend on the book-pocket also appears as a label on the back of the book, either gilded directly on the book or written on a Dennison label, 1½" from the bottom of the book.

Book-Slip.

The catalogue department places in the pocket of each book a slip ruled and printed on both sides of thin white cardboard called the book-slip, Fig 1. It contains on its face a legend exactly the same as that above the book-pocket; and is ruled and divided into two columns. In lending a book, the loan clerk adds to its book-slip the borrower's number and the date of issue, Fig 1, and holds the slip at the library to be kept on file until the book is returned. The slip is then put back into the book-pocket. The catalogue department marks only one side of a book-slip. When this side becomes filled with charges the slip legends must be copied on the reverse of the slip; when the reverse

becomes filled a new slip, an exact duplicate of the old one, is made out. See under the heading "Filled Book-Slips".

Daters and Ink Pads.

Each assistant in the department has a pencil dater, Reg. Desk Fig 9, and a box of rubber type for setting up the day's date. She has also a distinguishing letter to put after the day's date; this makes it possible to know who charged or discharged a certain book.

Change the type in your dater every morning, testing it to make sure the date is correct. The order of the legend stamped should be day, month, year, letter, Fig 1 and 2. Never use type that is so worn as to stamp indistinctly. If only one piece of type is worn, replace it from the boxes of odd type at the desk. If the wear is general get a new box of type. Never use any dater except your own.

At the lending desk are two blue-ink daters for charging seven-day books, see under the heading "Seven-Day Books". The pencils in these daters are always yellow so that they may be easily distinguished. It is not worth while for each assistant to have a blue-ink dater as the number of seven-day books is small. The head of the desk force changes the type in these daters each day.

Self-inking stamping pads are used to ink the rubber type in the daters. Those that are in constant use need to be re-inked about every other day. To do this a messenger takes them to the repair room, pours on them a little of the special ink used for this purpose and spreads it carefully over the pad. If much ink is used the date will be blurred. There are ink pads at every desk. Always stamp your dater on the ink pad before dating.

Getting Books; Call Slips.

A borrower may go directly to the shelves and make his own selection of books. If desired a library assistant will help him. If he does not care to go to the shelves his books are sent for while he waits. With the help of printed lists or the card catalog, which is in cases of drawers behind the lending desk, borrowers may make lists of the names or library numbers of the books they wish. Library numbers of books are generally known as call-numbers; a list of them a call-slip, Fig 5. Wooden call-slip boxes, containing blank slips of paper of the standard 2 x 5 size, are kept on the top of the catalog cases; and pencils are

hung here for the convenience of borrowers who wish to make lists of books. Printed lists are often checked and used as call-slips.

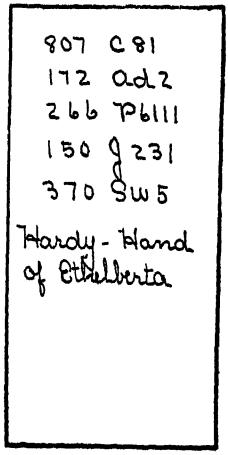


Fig 5. Call-slip. Filled out by borrower with the numbers of the books he wishes. Size, 2x5. Waste paper.

When a borrower presents a call-slip, look it over to make sure the names or numbers of the books are correct; verify them by the catalog if necessary. Send a messenger or go yourself to get the books. In looking up books, look always in the general collection in the lending room and third floor of the stack and, if the book is not found there, among the seldom used books on the fourth floor of the stack unless you are sure it will not be found there. Cross off on the list each book found and return the list with the books. If a messenger brings the books, see that they are right before giving them to the borrower.

Examination of Borrower's Card.

Having the books he wishes, the borrower presents them at the desk together with his library card. Glance at the date of expiration of the card. If the card has expired, send the borrower to the registration desk to sign a new application. See the Registration Desk.

Note also if there are any uncanceled main library charges more than a month old on the borrower's card. These must be canceled before any more books may be borrowed. If any charge is more than three weeks overdue look in the application file, see The Registration Desk, to see if there is a messenger fine-slip before the borrower's name. See under the heading "Notices for Overdue Books; Delinquent Borrowers". If there is none, cancel the charge, as the book must have been returned. If there is a messenger fine-slip, hold the card until the book shall have been returned and the fine paid. If the uncanceled date is less than three weeks overdue, look through all the slips in the slip-boxes, under the date corresponding to the overdue charge, to see if there is still a book charged to the borrower's number;—if there is none, cancel the charge; otherwise hold the

borrower's card. If the charge is in purple ink, send the card to the children's room to be canceled. If there is an overdue charge in black or green ink, hold the borrower's card, clip to it a mimeographed note reading, "Cancel overdue charges and return to Main Library"; date this note, and send it with the card to the branch and station department. The borrower may receive his card, if clear, on the following day. If he is particularly anxious to have a book at once, and in your judgment it seems wise, charge the book on his card; the card however must be held to be properly discharged.

Process of Charging and Discharging Books.

(a) *Charge.* Open the back cover of the book, and remove the book-slip from the pocket. With your pencil dater stamp the day's date in red ink: 1, on the borrower's card, in the first empty space in the left column; 2, on the book-pocket as near the left and top as possible; and 3, on the book-slip in the first empty space in the second column. Write the borrower's number, copied from his card: 1, on the book-pocket directly under the date; and 2, on the book-slip opposite the date. Fig 1. Put the borrower's card in the book-pocket and give the book to him. Drop the book-slip into the proper compartment of the slip-tray on the desk.

(b) *Discharge.* Receive the book and his card from the reader. Open the back cover of the book. Compare the number and date on the book-pocket with the number and uncanceled dates on the card. If the number and one of these dates correspond with the charge on the pocket, stamp with your dater directly opposite the date on the borrower's card, 1st charge in Fig 2. Return his card to the borrower. Place the book on the slip-table to be discharged later.

If the borrower wishes to leave his card at the library, put it in the top drawer at the left of the desk, to be filed by the registration clerk.

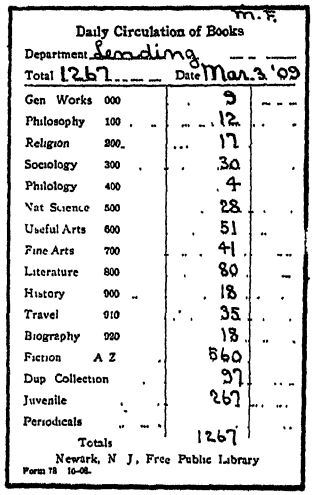
If a borrower returns a book, without presenting his card, remind him that he should bring his card with him in order to have it properly discharged.

If the borrower's card is filled with charges, ask him to get a new one at the registration desk. See Registration Desk.

Circulation: Arrangement, Statistics.

During the day slips for books lent accumulate in the slip-tray on the

lending desk. This tray is for convenience divided into 15 compartments having guide boards noting the main divisions of the classification, so that through the day the slips are kept roughly classified.



Daily Circulation of Books

Department Reading Room

Total 1267 Date Mar. 3 '09

Gen Works	000	9
Philosophy	100	12
Religion	200	17
Sociology	300	30
Philology	400	4
Nat Science	500	28
Useful Arts	600	51
Fine Arts	700	41
Literature	800	80
History	900	18
Travel	910	35
Biography	920	13
Fiction	A Z	560
Dup Collection		37
Juvenile		267
Periodicals		
Totals		1267

Newark, N J, Free Public Library

Form 78 10-08.

Fig 6 Daily circulation slip. Printed. Size, 3 x 5.

At the end of the day take the slips from the tray. Lay them out on a table, dividing them into the main classes indicated on the daily circulation slip, Fig 6.

Arrange the slips in each class in order, beginning at the front and running back. The arrangement for fiction is: 1, alphabetically by author; 2, under author, alphabetically by title; 3, under title, numerically by copy number; 4, under copy, by volume; e. g.:

Black Princess of Thule
Blackmore Lorna Doone
Blackmore Lorna Doone cop 3 v 2
Blackmore Lorna Doone cop 4 v 1

In alphabetizing, follow Cutter rules, arranging names beginning with Mc and M' as if spelled Mac; and abbreviations such as Dr., Mrs. as if written in full, Doctor, Mistress, etc.

Arrange non-fiction: 1, in order by call number; 2, under call number numerically by copy number; 3, under copy by volume.

Having the slips arranged by classes, count each class and enter the number of volumes in pencil on the daily circulation slip. Count 833's, 843's and 853's, which are German, French and Italian fiction, with fiction not with 800's; but arrange them by number with the 800's. Next arrange the slips in a slip-box in the following order: 1, fiction; 2, numbered slips, in the order of the numbers; 3, slips marked B for biography.

The following morning thoroughly revise the arrangement, slip by

slip, put in front of the slips a guide bearing the number of the day of the month and place the slip-box at the right of all other boxes on the slip-table. This is done by the assistant at the lending desk.

Books classified in the 500's and 600's except a few that are included in the business collection, are shelved in the technical department and charged there. The slips of the books charged are sent to the lending department on the following day. Each morning, count these slips and add the count to the daily circulation slip made out the evening before; then put the slips in proper order with the others on the slip-table; on Monday, include the Sunday circulation of 500's and 600's with Saturday's. Enter also on the circulation slip the count on the memorandum of the juvenile circulation received daily from the children's room. Next add and enter the total circulation from the three departments. Enter the date covered by the statistics, and, in the upper right corner of the circulation slip, your initials, Fig 6. From the circulation slip, copy into the proper place on the statistics sheets, Fig 7, in the statistics book which is made up of such sheets tied together between boards, the circulation in each class and the total; on Monday, enter the Sunday circulation of 500's and 600's also on a separate sheet in the statistics book. Put the circulation slip in the pocket on the inside back cover of the statistics book; place here also the memorandum of circulation received from the children's room.

300

	Jan	Feb	Mar	Apr	May	June	July	Aug.
1	—	15	46					
2	59	39	25					
3	—	30	30					
4	27	17	·					
5	9	41						
6	41	77						
7								

Fig 7. Part of statistics sheet; ruled and printed both sides. Size, 7 1-2 x 9 1-4.

Every Saturday morning, send the statistics book to the office of the assistant librarian, where weekly statistics of the circulation from the main library and from branches are compiled for the Sunday paper. On the first of every month enter the totals and send the statistics book

to the office of the assistant librarian. Here the totals for the month are verified and entered in the permanent book of statistics. From the daily circulation slips and memorandums in the pocket at the back of the statistics book, any entry can be verified. After all the statistics for the month have been compiled, daily slips and memorandums are destroyed and the statistics book is returned to the lending department.

Work of the Slip-table.

(a) *Process of slipping.* To slip a book, open the back cover; from the date on the book-pocket find the corresponding date in the slip-boxes; and from the book-legend above, the book-slip, taking great care to find the slip having the same copy and volume numbers. Remove the slip from the file and place it in the book-pocket. Examine the book carefully to see that it is in proper condition to circulate again. Remove any papers or other matter that may have been left in the book; if such matter is of any value send it to the lost articles drawer at the chief's desk; otherwise throw it away. Stand the book on the book truck which stands always at the left of the table; place the books on the truck so that borrowers passing may readily examine them if they wish.

(b) *Soiled or damaged books.* Be very careful not to send to the shelves any book that has a soiled or torn label, is otherwise unsightly or needs mending or binding. Lay all such books on the lowest shelf of the truck, to be sent to the repair room. If the damage is slight, as for instance a loosened pocket, repair it yourself; do not use more paste than is absolutely necessary. The work at the slip-table is so pressing that it is not wise to spend much time here on the repairing of books. If a book has been damaged more than usual wear and tear would warrant, and has no "Damaged noted" slip, send it to the "Damaged Books" shelf in the working space. See under the heading "Damaged Books" in Administration and General Work.

(c) *Filled book-pockets and slips.* If in slipping a book you note that the slip is filled with charges, stand it at the back of the table, and later take it to the working-space, where a new slip will be made out. See under the heading "Filled Book-Slips". Send any book whose

pocket is filled with charges to the repair room where all new pockets are put in.

(d) *Seven-day books.* In slipping seven-day books, note the date of expiration of the year limit on the book-pocket. See under the heading "Seven-day Books". If this date has expired, write in pencil at the top of the book-slip "Cat. room", and place the book with the slip protruding at the back of the table to be sent later to the catalogue room.

(e) *Special collections.* Watch here for books that belong in special collections and label these as follows so that they will be returned to their proper places: 1. See that each new book that is to go to the new book-case has a clean, small white Dennison label at the top of the back. 2. Into the pocket of each book marked "business" above the book-legend put a blank brown book-slip, leaving it protruding above the top of the book. 3. In the same manner place in the pocket of every book marked "Y", for the young people's collection, a blank orange book-slip. 4. See that there is a gilt star at the top of the back of every book labeled "Italian".

(f) *Reserved books.* After slipping a book that has a reserve-slip attached, put the book at the back of the table to be sent to the reserve shelves later. See under the heading "Reserving Books".

(g) *Puzzles.* If you cannot find the slip for a book in its place, look among the slips in the date last noted on the book-pocket, and in the dates just before and after the date in which the slip should be found. Failing to find it write "puzzle" and the present date in pencil after the last charge on the book-pocket, and place the book at the back of the slip-rack to be sent later to the "puzzle shelf" in the working-space. See under the heading "Puzzles".

(h) *Emergency Slips.* In slipping a book with a red emergency slip, look always in the file of blue duplicate slips which are kept in the slip-box at the extreme left of the table to see if the original white book-slip has turned up. If it has, destroy the red and blue slips and return its original slip to the pocket. See under the heading "Puzzles".

(i) *Branch, etc. books.* Place at the back of the table, to be distributed later, any books belonging to a branch or station, or to the

school or children's department; or any book whose last charge was made in black ink, showing it to have been lent through a branch.

(j) *General order, neatness.* As soon as the row of books at the back of the table is filled, sort the books, sending each to its proper place. Keep the table and truck orderly in every detail.

(k) *Charge of the slip-boxes.* One assistant has special charge of the slip-boxes. In one are kept slips labeled "messenger", "special search", "hopeless", "librarian, trustees, &c.", see under the heading "Notices for Overdue Books, etc."; also those labeled "contagious disease" and "reported lost", see Administration and General Work of the Lending Department. It is the duty of the assistant to see that all these book-slips receive proper attention and are not left standing longer than is absolutely necessary; and that the general work of the slip-table is kept properly caught up.

Returning Books to the Shelves.

When the book-truck at the slip-table becomes filled with books, first send all the books on the lowest shelf to the repair room. Then put in their respective book-cases all books belonging to special collections. Next wheel the truck to the table with terraced shelves, where the books are sorted before they are returned to the shelves. Place an empty truck at the slip-table. Place the books on the terraced table in orderly rows and in an upright position. Put the books that you will first put up, on the lowest shelf of the table, and on their front edges so that the labels on the backs can be easily read. Arrange the books in order; fiction, alphabetically by authors and titles; non-fiction, by the call-numbers which are noted on the backs of the books. Next place the books, still on their front edges, on an empty truck, wheel them to the proper shelves, and taking an armful at a time, put each book in its exact place on the shelves reading from left to right and from top to bottom.

Do not arrange in order books in the classes 500 and 600; carry them to the technical department and put them on the special shelf designated for books just returned; the messengers there will sort and put them in place.

Put up the books as quickly as possible in order not to deprive borrowers of their use any longer than is absolutely necessary.

Messengers ordinarily put up all books.

Time Limit for Books Borrowed.

Books are lent for one month, this period being reckoned from the date the book is borrowed to the correspondieg date in the following month. When there is no corresponding date in the following month, books are due on the last day of the month: e. g. books lent January 30th and 31st are due February 28th; those lent February 28th are due March 28th. At the end of the month books must be returned to the library, to be charged again if needed longer. Formerly the time limit was two weeks. Its extension to one month was a most popular move and has greatly increased the usefulness of the library, although it undoubtedly tends to make books circulate more slowly, and thus reduces the reported total of books lent. At the end of a month it is essential that a book be returned before it is lent again. See under the heading "Renewals". Novels less than one year old may be kept for seven days only and may not be renewed.

A person wishing books for longer than one month for the use of a group of people may have them charged through the branch and station department, as a club library; or through the school department, as a school-room library. Occasionally and only by permission of the chief of the department, the time limit on books borrowed on a card is extended as a matter of courtesy, never as a rule. To do this write in pencil after the charge on the book-pocket and slip the date when the book is to be returned, 4th charge in Fig 1; file the slip back in place; on the return of the book charge no fine until after the date noted. If the time is extended by mail, find the book-slip and note on it the date the book must be returned. Write the borrower that the time has been extended and ask him to explain, on the return of the book, that this was done by mail; otherwise a fine would be charged. When a book is returned with such an explanation, slip it at once to verify the borrower's contention. If the extension of time is not noted on the slip, charge the usual fine.

Seven-Day Books.

Novels less than one year old are lent for seven days only. At the

top of the back cover of each has been pasted, in the catalogue department, a fawn label to this effect, Fig 8. The date of expiration of the year limit has been written at the top of the book-pocket. When this date expires send the book to the catalogue room. See under the heading "Work of the Slip-table". There the date is crossed off and the seven-day label is removed. After that the book circulates as a month book. As a borrower may have only one seven-day novel at a time, make the charge for the book in blue ink, with one of the special blue-ink daters at the desk. Do not charge a seven-day novel on a card which already has an uncanceled blue charge. Never charge a seven-day novel without the borrower's card. It is immaterial whether the discharge for a seven-day book is made in red or blue ink.

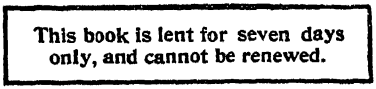


Fig 8. Printed seven-day book label. Size, 3-4 x 3 3-4. Fawn.

Opera scores are also lent for seven days only and have on the back covers seven-day labels; charge these in red ink, as the number that may be borrowed is not limited.

Make no distinction between the slips for seven-day books and month books; keep them in one file under date in the slip-boxes. Send the first fine notice for a seven-day book when the book has been out one week more than a month. See under the heading "Notice for Overdue Books; Delinquent Borrowers". The book is labeled conspicuously and the borrower is held responsible for its return at the end of seven days.

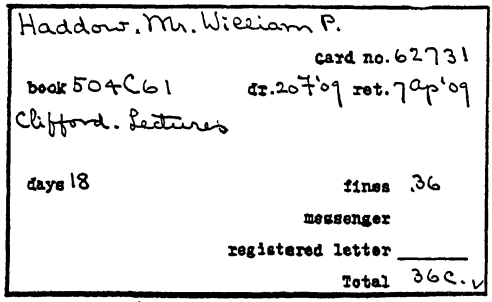
Fines on Overdue Books.

If when a book is returned to the library the date on the pocket shows that it has been kept longer than the allotted time, collect from the borrower two cents for each day the book is overdue including Sundays and holidays. A book falling due on Sunday or on a holiday is returnable, without fine, on the following day. Put the money received for fines into the cash drawer. If the fine is disputed, do not discuss the matter at the desk, but refer it at once to the highest authority in the department.

If a fine is not paid, hold the borrower's card; fill out a pink fine-slip,

Fig 9, stamp it with your dater and file it at once together with the borrower's card, before his application. Do not lend a book on the card until the fine is paid; when it is paid, destroy the fine-slip.

If a book is more than three weeks overdue, fine more than 42 cents, refer the case to one of the assistants in charge of delinquent books. She will collect the fine, and 20 cents additional in case a messenger has been sent for the book; and 15 cents more if a registered letter has been sent. See under the heading "Notices for Overdue books; Delinquent Borrowers". If the case seems to warrant it, a large fine may at the discretion of the librarian be reduced to $1.00 on each book; the request to have a fine reduced must be put in writing to the librarian. This is rarely done. Charges of less than 25 cents against a borrower are destroyed, together with the borrower's application three years after the application has expired; all other charges are canceled after seven years unless accompanied by a note "Issue no books without the consent of the librarian", in which case they stand indefinitely. See The Registration Desk.


Haddow, Mr. William P.

card no. 62731

book 504C61 dr. 20 Feb'09 ret. 7 Apr'09

Clifford. Lectures

days 18 fines .36

messenger

registered letter

Total 36c.

Fig 9. Mimeographed fine-slip filed in front of borrower's application when fine is unpaid. Size, 3 x 5. Pink.

A fine-slip for every branch fine exceeding 50 cents is sent to the main library to be filed before the borrower's application; it bears the legend "Notify Br.— if paid". When the fine is paid, note it on the fine-slip and return this slip to the branch.

Renewal of Books.

When a borrower has had a book for one month he may have it renewed, that is, charged again for another month, unless some other borrower has asked to have the book reserved for him, or unless the book has been out on the same card for three consecutive months. To

be renewed, a book must be returned to the library; it may not be renewed by mail, by telephone or by presenting merely the card on which the book was charged. This rule was made at the same time that the time limit on all but seven-day books was extended from two weeks to one month. At the end of a month a book should be

The Free Public Library of Newark New Jersey
John Cotton Dana, Librarian

April 10, 1909

Mr. Frank Jones,
Dear Sir:

We have your letter of April 9th asking us to renew the books borrowed by you on March 11th. As you will see by the enclosed copy of our rules, it is necessary to return the books to the library in order to have them renewed.

Yours truly,
J. C. Dana, Librarian
Per M. M.

Fig 10. Mimeographed letter sent in answer to a request for the renewal of a book. Size, 5 1-2 x 8 1-2.

inspected for repairs; also, in a public library serving all classes of people yet having of necessity one rule for all, it does not seem wise to allow a book to be out of the building for more than one month at a time. Books may be sent to the main library for renewal through deposit stations or branches.

To renew a book, discharge and slip it in the usual way and charge it again.

If a borrower asks by mail to have a book renewed, fill out and send him a letter form, Fig 10, and enclose a marked copy of the library's "Hours of Opening, Suggestions, Rules", Figs 7—7a Reg. Desk.

Books Charged Without Cards.

It sometimes happens that a person wishes to borrow books but has

not his library card with him. In this case refer him to the registration desk. Here he is given a liability slip, Fig 21, Reg. Desk, to sign. On signing this he is given a charging-slip bearing his number and the date, Fig 22, Reg. Desk; this slip he presents with his books at the lending desk. Charge each book in the usual way and after the date on book-pocket and slip make a cross in pencil, see the second charge in Fig 1. Destroy the charging-slip. When the book is returned, the receiving clerk knows from the cross after the charge on the book-pocket that there is no card to be discharged. If the book becomes overdue and the borrower brings in his card to show that he has not the book, the cross after the charge on the book-slip proves that the book has not been charged on his card and he is held responsible.

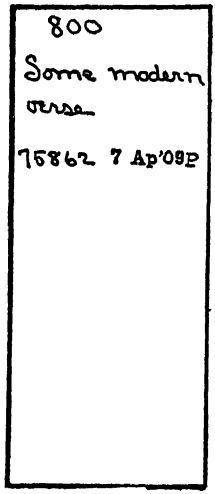


Fig 11. Temporary book-slip for charging pamphlets, etc. Size, 2x5. Manila.

If in looking up his application, the registration clerk finds that a borrower has already signed a liability slip, she dates this slip with her dater, instead of filing a separate slip, as was done formerly. A borrower may use his number, as thus described, as often as he chooses; formerly after he had used it three times he had to wait three months before he could again have a book without his card.

In sending an overdue notice for a book charged without a card make a cross after the borrower's number on the postal, letter or messenger-card. See under the heading "Notices for Overdue Books; Delinquent Borrowers".

Occasionally an individual or an institution or a firm not having a library card will send for a book. Refer the request to the chief of the lending department or, in her absence, to the head of the desk force. With her permission, charge the book; write the full name and address on the book-slip and make a cross in pencil after the date on book-pocket and slip.

The following plan for relieving those borrowers who are willing to

be financially responsible for books borrowed on their card numbers of the inconvenience of carrying cards is being tested:

Having once signed a liability slip, a borrower may have books on his card number as often as he wishes. In charging the book without a card, write the reader's number very clearly on the book-pocket. When a book so charged is returned, always ask the borrower if it is his own number and if he wishes to use it again. If he does, copy the number at once from the pocket onto a standard-size slip and give it to him to present at the desk with his books.

Special Charges.

(a) *Music.* When there are several parts in one musical composition, a borrower must take every part; an elastic band holds the parts together; and the number of parts is written on the pocket and slip of the first part. Make only one charge on the borrower's card for all the parts; and write after the charge the number of parts. Ask the borrower to return all the parts together. If he does not do this, do not discharge his card until all parts are returned; slip and send to the "reserve shelf" the parts returned and label them "Hold for other parts". When the missing parts are returned, discharge the borrower's card, put all the parts together, and return them to the shelves.

(b) *Books charged to the technical department after 9 p. m.* The technical department remains open one hour later than the lending department. If a borrower wishes to take a reference or other book to the technical department for use after nine o'clock, date the book-pocket and slip and write on the slip "Tech. dept." and the name and address of the borrower. Send the book by messenger to the technical department; the attendant there will deliver it to the borrower, and see that it is returned to the lending department the first thing in the morning. If the book is not returned, communicate at once with the borrower; charge no fine until the book has been out more than one month.

(c) *Pamphlets.* To charge a pamphlet or leaflet which is not provided with a pocket and slip, make a temporary charging-slip; write at the top of a manila slip, in pencil, the number of the general class

to which the pamphlet belongs, the author, if any, and the catch title, Fig 11; also on the front or title page of the pamphlet, write the class number, and make a light pencil mark under the author and first word of the title selected. Charge the pamphlet in the usual way, but stamp the date and write the borrower's number near the outer edge of the inside back cover of the pamphlet instead of on a pocket. In arranging the circulation, place such slips before all other slips of the class noted, and in alphabetical order by authors or titles. Destroy the slip when the pamphlet is returned.

(d) *Unbound magazines.* All unbound magazines, except current numbers, may be borrowed. The slips for these are made out and kept in the technical department, and the magazines are charged there. Occasionally a magazine is brought to the lending desk to be charged. To avoid sending the borrower from one department to another, make a memorandum of the name of the magazine, and its date; stamp this with your dater and add the borrower's number; date the borrower's card and write a small "p", for periodical, after the date; date the upper right corner of the inside back cover of the magazine; if the borrower asks to have the magazine for longer than one week, write after the charge on memorandum and magazine the length of time, never to exceed one month, agreed on; send the memorandum immediately to the technical department to be transferred to a regular magazine charging-slip. When a borrower returns a magazine to the lending department desk, discharge the borrower's card, taking care to cancel only a date having a "p" after it; and send the magazine at once to the technical department.

(e) *Reference books.* Some books are reserved for reference use in the library only. A reference book is distinguished by an "R" written after the book-number on the back of the book and on the book-pocket and slip. Never lend a book so marked save by permission of the chief of the department or, in her absence, of an assistant in charge of reference work. Having been given authority to lend the book, charge it in the usual way, but send the book-slip to the reference desk. After the assistant there has made a note of the book's number and the charge, she will return the slip to the lending desk. A reference book is sometimes lent for over-night, or for less than one

month. When this is the case note in pencil on the book-slip and book-pocket the time when the book is to be returned.

(f) *Temporary reference books.* If a book that ordinarily circulates is needed temporarily for reference use in the lending or any other department of the library, send it to the branch and station department with a note to that effect. That department will date the pocket and slip, will stamp "Reference" under each date and below that write the name of the department in which the book is to be held. When no longer needed for reference use, a book so marked must be sent through the head of the lending department to the branch and station department to be slipped.

The Free Public Library, Newark, N. J.
J. C. Dana, Librarian

Books: March 10 '09

Thoughts about Art (704 H17)

Orthodoxy (8-4C4212)

returned by you received this day.

J. C. Dana, Librarian. V.R.

Fig 12 Mimeographed postal sent to acknowledge receipt of a book.

(g) *Books to non-residents who pay for their cards.* Never charge more than two books, or three volumes, in case two or three of them belong to one work, on a green non-resident card. Charge the books in the usual way. If there are already two charges on the card, do not make a third, unless it can be proved that one of the books charged has been returned or that the charges are for two volumes of one work.

Books Sent by Mail or Express.

If a borrower returns a book by mail or express, fill out and send him a postal Fig, 12, acknowledging the receipt of the book.

If a borrower asks that a book be sent him at an out-of-town address, send it always by express collect; never by mail, unless the borrower prepays it. Send the book, charged, to the head janitor with a note giving the name and address to which it is to be sent, and telling whether it is to be prepaid or collect. The janitor wraps the book and sends it at the earliest opportunity.

Messenger Delivery of Books.

Books up to the number of five, may be delivered at a borrower's address for ten cents. Do not promise the delivery at any special time; if the request is received before 5 p. m. the delivery will be made on the same day; if after that time, before noon on the following day.

Charge the books in the usual way. If there are several, tie them together. Put on top a slip bearing the borrower's name and address, the date, and the legend "Messenger collect" or "Messenger paid", as the case may be. Send the books to the messenger who guarantees to do this work in his own time. He will deliver them and keep the ten cents he collects. If the fee has been prepaid, he is given ten cents from the cash drawer; no account is kept of this. The messenger checks with his initials the slip having the borrower's name, etc., and returns it to the chief of the department who keeps it for statistics at the end of the year.

Interchange of Books between the Different Agencies of the Library.

(a) *Material borrowed through another agency returned to main library.* Material borrowed through any one agency of the library may be returned through any other. A book belonging to a branch, station, club or school library, or to the young people's department, is distinguished by the book-pocket which bears the name of the collection to which the book belongs, or is of a different color from the pockets of books in the lending department. If a date on the book-pocket shows that the book was borrowed on a library card, discharge the card in the usual way. Collect any charges that may be due; date a mimeographed slip noting "paid", and put it into the book-pocket; if the charge is not paid, put a mimeographed "Not paid", slip dated into the pocket. Lay the book on the slip-table to be sent from there to its proper department. If the pocket shows that the book was charged to a club or school library not on a reader's card, collect no fine.

If pictures, geological specimens or other material not belonging to the lending department is returned to the lending desk, make a memorandum of the borrower's name and address, stamp this with

your dater, and send it with the material to the proper department.

(b) *Books borrowed from main library returned through other agencies.* Books borrowed from the main library and returned to branches or stations are received by the branch and station department on stated days. This department sends to the head of a desk force all the books that are over-due and have "Not paid" slips; or any other books requiring special attention, as for instance messenger books or damaged books. This assistant gives each book proper attention. At 4 p. m. each day the branch and station department puts on the station book-lift all other books that are to be slipped; the lending department messenger to whom is assigned this duty removes the books from the lift and takes them at once to the slip-table.

(c) *Main library books lent through branches.* If a branch wants a main library book for temporary use only, it sends a request for the book to the branch and station department. This department gets the book; holds the book-slip; puts into the book-pocket a temporary blue slip; and sends the book to the branch. The branch charges the book in black ink in the usual way; on its return, slips it with the temporary slip and returns it to the branch and station department where the temporary slip is destroyed, the original white slip is returned to the book, and the book is sent back to the main library collection. If the book so lent is returned to the main library lending desk, the attendant knows that the book was borrowed through a branch because the last charge on the book pocket is in black ink; she therefore sends it to the branch and station department to be slipped; that department sends to the branch a note that the book has been returned.

(d) *Main library books delivered through stations.* Each Friday the station department sends to the lending department all requests for main library books that are to be delivered through stations. Find the books and send them promptly to the branch and station department. There they will be charged in the usual way, in red ink, and the slips will be sent to be put with others in the lending department circulation. No separate record is kept of books issued in this way; they are simply counted in the general lending department circulation; the number averages 50 per week.

Main library books are never sent to stations to be charged there.

Filled Book-slips.

After you have made the last possible charge on a book-slip, put it into the middle compartment of the cash drawer instead of in the slip-tray on the desk. At the end of the day, take the slips from this compartment. If only one side of the slip is filled, copy its legend in every detail on the reverse and cross off the filled side, taking care to draw your pencil through the book number, or author and title. If both sides of the slip are filled, copy the legend onto a new slip; copy also the last charge for the book; cross off the old slip, and clip it to the new one. If the old slip has at the top a special label, e. g., "Music Collection", Fig 4, use one so marked, for the new slip. When you have copied all the slips give them to another member of the staff to be revised. This revision is essential. The person who revises the slips compares the two in every detail, reports any errors to be corrected and destroys the slips that are filled on both sides.

Occasionally a clerk at the slip-table notes a filled slip that has passed the lending desk; she then sends book and slip to a table in the working-space. Each day a small pile of such books accumulates. In marking slips for these, do not copy the last charge. Leave the books in a separate pile, to be revised.

Puzzles.

When a book comes to the slip rack and the book slip cannot be found, "puzzle" and the present date is noted in pencil after the last charge on the pocket, and the book is sent to the puzzle shelf in the working-space. See under the heading "Work of the Slip-table". When the date in pencil on the book pocket is one week old, 1, make two slips for the book, a red emergency slip and a blue duplicate slip; and add the present date, in the upper right corner of each, Fig 13; 2, show these slips to the head of your desk force for revision; 3, file the blue slip in order with others in the first box on the slip-table, back of a sign "Duplicate slips"; 4, put the red slip, which is called an emergency slip, into the book-pocket and let the book circulate on it.

Do not treat as if lost or overdue any book whose slip is on file at the library until you have compared the slip with the file of duplicate blue slips to make sure the book is not circulating on an emergency

slip. If you find that a duplicate slip has been made, clip the original book-slip to the blue slip and leave both in the "Duplicate slips" file.

When a book comes to the slip-table and is slipped with a red emergency slip, the procedure will be be as follows: 1, Look in the "Duplicate slips" file to see if the white slip is there. 2, If the original white slip is there, show the three slips, red, blue and white, to another assistant, for revision. Destroy the red and blue slips. Circulate the book on its original white slip. 3, If the original white slip is not in the "Duplicate slips" file, let the book circulate again on the emergency slip.

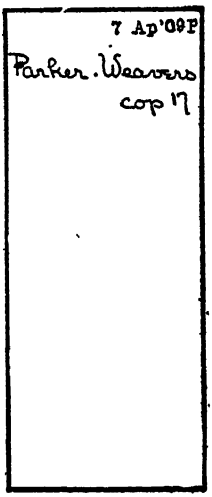


Fig 13. Emergency book-slip. Used only until regular book-slip is found. Size, 2x5, Red.

If, six months after the date when the duplicate red slip was made, the original white slip is still missing, compare the slip with the shelf-list in the catalogue department to make sure the book has not, through an error, been marked "lost". If it has been marked lost, report it to the catalogue room and get from them the original slip; clip this to the blue slip. If the book is still O. K. on the shelf list, make a duplicate white slip, writing "dup." in the upper right corner; destroy the red slip; write "dup. white slip made" on the blue slip. At the end of two years destroy the blue slip after you have again compared it with the shelf list to make sure the book has not been recorded lost.

If a book's pocket is lost and there is nothing to indicate when it was borrowed or from where, search through all the slip-boxes for the book-slip; then send the book to the branch and station department to make sure it was not issued through a branch or station, before making a duplicate slip.

A book may circulate on a red emergency slip only from the department in which the duplicate slip was made. Before the book is discarded or transferred to any other department, make a duplicate white slip as previously described.

Notices for Overdue Books; Delinquent Borrowers.

The first fine-notice for a book is sent when it has been out seven days more than a month; the second, at the end of 14 days; at the end of three weeks a messenger is sent for the book; then a messenger letter; after that the messenger may be sent again, registered and special letters may be sent, or the case put in the hands of the police for collection. One person on each division of the staff has charge of overdue work; she usually devotes the morning to it, subject of course to interruption for desk work etc. The work must be finished by 12 m.; if necessary a messenger helps from 11 to 12.

(a) *Postal, letter and messenger dates.* Each morning consult the statistics sheet for overdue notices, Fig 14, kept in the statistics book at the desk of the chief of the department, to learn what were the last dates sent for. As each date—postal, letter and messenger—is noted, ascertain from a calendar which is clipped to the sheet and shows three months at a time, whether notices should be sent for the next dates. If the date that would be 7 or 14 or 21 days overdue was Sunday or a holiday there will be no notices to send: e. g. on Wednesday, March 3rd, there were no overdue notices to be sent, because Jan. 24th, 17th and 10th, the dates which would have called for postal, letter and messenger notices, were Sundays. On the other hand, two or three or even four sets of notices have sometimes to be sent on one day: e. g. on Monday, March 8th, postal notices were sent for books issued on January 28th 29th, 30th and February 1st, letters for January 21st and 22nd, and a messenger for January 14th and 15th. Having consulted the statistics sheet and calendar make a memorandum, Fig 15, of the dates for which you will send.

(b) *Slips taken from slip-boxes.* From the slip-boxes take the slips for the dates noted on your memorandum. Before each date will be a guide-board reading respectively "Postals", "Letters" and "Messengers", and on each the legend "Send for books in this date then shift this board to next date following."

(c) *Search for books.* Compare each slip with the file, at the slip-table, of slips for which duplicates have been made, to make sure you do not send for a book that has been returned and is circulating on an emergency slip. See under the heading "Puzzles." After that,

search for the overdue books on 1, the puzzle shelf and 2, the regular shelves.

(d) *Shelf-list.* On a postal fine-notice, it is sufficient to include the title of a book of fiction and merely the call-number of a book of non-fiction; but on letter notices, the titles of all books should appear; and on messenger-notices, the authors and titles of all books must be noted. Therefore next take the non-fiction slips that have reached the letter date to the catalogue department and from the shelf-list find the author and title of each and note these in pencil on the slip, after the last charge.

(e) *Fine-postals.* Glance over the slips that have reached postal date and put together the slips of books charged to the same borrower's number. Make out a postal for each slip, or group of slips charged to one borrower, Fig 16. Then count the slips and enter the number on your daily memorandum, Fig 15. Arrange the slips in their regular order and replace them in their proper place in the slip-boxes. Put the "Postals" guide-board in front of the following date.

(f) *Fine-letters.* Put together any slips that have reached the letter date and that are charged to the same borrower's number. Fill out a letter form, Fig 17, for each slip or group of slips, noting the title of each book of fiction overdue, and the title and call-number of each book of non-fiction. Count the slips and enter the number on your memorandum. Return the slips to the slip-boxes, leaving the "Letters" guide standing before the following date.

(g) *Addressing postals and letters.* Next arrange the postals and letters in order by the borrowers' numbers. From the registration books, which act as keys to borrowers' numbers, see The Registration Desk, find each number and from it address the proper notice. A messenger may do this addressing.

(h) *Messenger-cards.* For each slip, or group of slips charged to one borrower, that have reached the messenger date, make out a yellow messenger-card, Figs 18, 19 and 19a. On this messenger-card note for each book: the call-number, if any; the author, title, copy and volume numbers; the date when drawn; the name, address and number of the borrower; and, in pencil, the fines due to date, charging only one messenger fee for each borrower. On this card

will be noted every step taken to recover the book together with the date when the step was taken. If a note is not dated it will signify that it is a suggestion only and has not yet been acted on. Next count the book-slips and enter the number on your day's memorandum. Replace the slips in the slip-boxes, not in their regular date, but arranged in order with others behind the guide-board labelled "Messenger".

		Postal Date	No sent	Letter Date	No. sent	Mess Date	No sent	Def Date	No sent
March'09									
	1	Jan 21 22	26 19	Jan 14 15	2 9	Jan 7 8	2 2	Feb 8	7
	2	" 23	37	" 16	19	" 9	0	" 9	7
	3	—	—	—	—	—	—	" 10	3
	4	" 25	20	" 18	6	" 11	2	" 11	6
	5	" 26	23	" 19	7	" 12	0	—	—
	6	" 27	32	" 20	2	" 13	0	" 13	0
	7								
	8	28 29 30 Feb 1	87	" 21 22	14	" 14 15	5	" 15	8

Fig 14. Part of Statistics sheet of overdue notices sent to delinquents. Size, 7 1-2 x 9 1-4.

(i) *Fine-slips.* For each messenger case fill out a pink fine-slip noting each book out, and leaving blank the spaces for the date of the return of the book and the fines; file this at once before the borrower's application, as a warning that he is to have no more books until these are returned.

(j) *Statistics.* From your day's memorandum, Fig 15, copy onto the statistics sheet for overdue work, Fig 14, the dates for which you have sent postals, letters, or messenger, together with the number of books sent for in each way. Destroy the memorandum.

(k) *Messenger's book.* Put the messenger cards in the messenger's book which is kept in a special drawer of the application case, see The Registration Desk. The messenger's book is a blank book with marginal letters in which the messenger makes his notes about each case, under the initial of the borrower's name. Unless too far away, send the messenger for overdue books borrowed by non-residents; otherwise try to collect them by writing special letters noting each step taken, with date and result, on the messenger card.

(l) *Messenger's work.* At one o'clock each day the janitor who does messenger work calls for the yellow messenger cards representing the cases he is to look up. These include cases from the branch and

station, school, and juvenile departments, as all messenger work is managed through the lending department. Give him the messenger cards, car tickets, an ordinary receipt book, so that he may give a receipt for any money that may be paid, and the messenger's book. At the back of the messenger's book are pasted instructions for the messenger as follows:

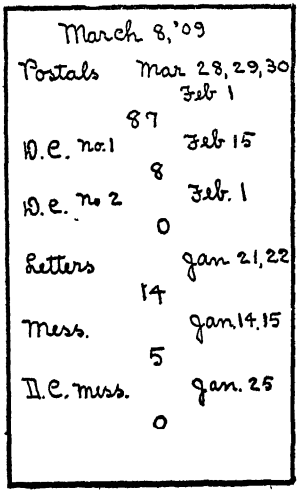


Fig 15. Daily memorandum slip of overdue notices. Size, 3 x 5.

Messenger's Work.

1. Call for work promptly at 1 p. m.

2. Arrange your route conveniently, making sure that the most important work is covered. Go only to such places as you are directed to go to.

3. As each call is made note at once under the borrower's initial in your book: (1) name, (2) address, (3) the number of books collected, (4) the amount of fine paid, (5) full notes about the case. 4. Give a receipt for all money collected. Check the name and the amount on the stub of your receipt book.

5. If a book is reported lost, say the library will send a bill.

6. Return all yellow cards to the lending department, those that you have attended to by themselves.

7. Car tickets will be given you; return each day those you do not use.

8. Be courteous but business like in treating with people. Simply state the amount of the fine due; collect it if possible. If you cannot collect it it, say that the fine will be charged against the name at the library.

9. When a person has moved, get the new address if possible.

10. Hand in a note of any evening work done, on the day following the evening visit.

11. On your return, make a personal report to the assistant who has charge of this work ; allow time for this.

(m) *Messenger's report.* At about 4.45 p. m. the messenger returns. Receive his report and fill in on a page tipped into the front of his book, Fig 20, the details of his afternoon's work. This report is merely a temporary check on the messenger's work, to be destroyed at the end of the month. Receive any money that the messenger has collected, compare the amount with the amount entered on the stub in the receipt book. Check this stub with your initials. Dismiss the messenger.

The Free Public Library, Newark, New Jersey.

March 8 1909

We would remind you that the book

351.57 and David Copperfield

taken on your card Feb 1 1909 has not yet been returned to the Library.

Yours truly,

J. C. Dana, Librarian,

Card No. 13002 Per m m

Fig 16. Printed fine postal.

(n) *Book returned by messenger.* For each book returned by the messenger, find the messenger card; write across the face of this card "Returned", and "fine paid" or "fine not paid" as the case may be. Check with your dater the report in the messenger's book. Slip the book from the "messenger" slips in the first slip-box. If the fine was paid, destroy the pink fine-slip filed before the borrower's application; if not paid compute the number of days overdue and enter it with the fine due on the fine-slip, and at once file this back before the application. Destroy the messenger card.

(o) *Messenger's reports entered on messenger cards.* Compare each remaining messenger card with the messenger's book. Copy onto the card a summary of the messenger's report; and date this summary at the extreme left; also check with your dater the report in the messenger's book. File all cards for messenger cases pending by

call numbers with the file labelled "Delinquents" in the messenger drawer. Return to the messenger's book cards for cases which the messenger did not have time to cover, to be attended to the following day. Before giving these cases to him the next day, make sure that

The Free Public Library of Newark, New Jersey
John Cotton Dana, Librarian.

Mrs. Alfred Hart,
Dear Madam:

The books entitled Ben-Hur and Aims of Literary Study (807C 81)
charged to your card January 22nd are 14 days overdue. If the books are not received at the library within one week, our messenger will be sent for them at an additional expense to you of 20 cents.

Yours truly,
J. C. Dana, Librarian
Per B. L. W.

Fig 17. Printed fine letter. Size, 5 1-2 x 8 1-2.

the book has not been returned, compute the fine to date and enter it in pencil on the messenger card.

(p) *Messenger's work for other departments.* Each morning the branch and station, school and juvenile departments send their messenger cards to the lending department. Each card bears at the top the name of its department. When the messenger returns these cards, date and enter on each a clear statement of the messenger's report exactly as you do for lending department cases. For each branch or station messenger case, the branch and station department has made out and filed before the borrower's application in the file a messenger fine-slip on

which is stamped "Notify Br.——if paid." For each of these books returned by the messenger, enter on the fine slip the amount of the fine due; if it was paid, note this and send the slip with the book to the branch and station department. Send at once to their departments all money and books collected and messenger cards reported on. Hold those not reported on to be sent out the next day. Before giving such cases to the messenger the following day, change the fines on the cards bringing them up to date.

(q) *Delinquent cases.* Each morning after you have finished the ordinary overdue work, go over with great care the file of messenger cards labeled "Delinquent" and follow up each case that needs attention. Attend also to all correspondence in connection with overdue work that comes to you through your chief. If any fine notices were returned from the P. O. undelivered, write on a blank "3 x 5" pink slip the borrower's name, address and number and the legend "get change of address" and file it before the borrower's application. Lay aside all messenger cards that require attention.

(r) *Messenger letter.* If the messenger has reported that he found no one at home, or had an interview but was unable to get the book, send a "messenger letter" Fig 21, stating the price of the book, and that it should be returned or paid for at once. Note the price after the name of the book on the messenger card; note also "mess. letter" and the date, Fig 21, and return the card to the "Delinquent" file.

(s) *Post office.* If the messenger reports that a borrower has moved and he was unable to get the new address, fill out a letter form, Fig 22, to send by hand by the boy who takes the mail each day to the registry division of the P. O. He will return the letter, if possible with the correct address. Note the new address on the messenger card, or note "P. O. cannot find." On receipt of a new address, direct the messenger to go there at once and proceed as before, Fig 21.

(t) *Registered letter.* If at the end of a week a borrower has made no response to a messenger letter, or if you have been unable in any way to locate a delinquent borrower, send the messenger letter form and register it. To do this, enclose the letter in a plain envelope having no library heading, and write on the back of the envelope your

name and the street and number of the library, so there will be nothing to show that the letter is from the library. Clip to the letter a note "To be registered." The boy who takes the mail will see that this is done. Note "reg. letter," and the date on the messenger card and return this to the "Delinquent" file; date once the statistics card for registered letters, Fig 23, kept at the back of the Delinquent file; write the date opposite "registered letters" on the pink fine slip, Fig 24, filed before the borrower's application, as a special fee of 15 cents is charged for a registered letter. File also before the borrower's application, a pink slip on which is mimeographed the legend "Issue no books without the permission of the librarian". This note remains before the borrower's name, even after he has returned the book and paid his fine, until he has had a personal interview with the chief of the department or with the assistant librarian.

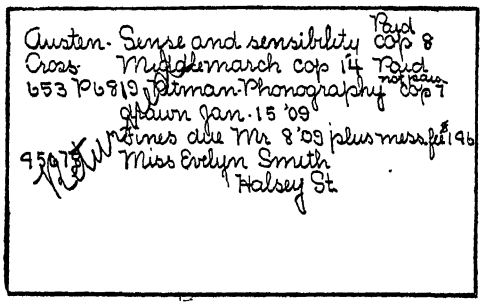


Fig 18. Messenger-card; sent with messenger who collects books when three weeks overdue. Size, 2x5. Buff.

When the receipt for a registered letter is received, note this with the date on the messenger card, Fig 19. File the receipt alphabetically by the borrower's name with other receipts in the messenger drawer. Destroy it when the case is settled. If you have reason to think the registered letter was delivered at some other address than the one you know, send to the registry division at the post office a form, Fig 25, containing the number of the registered letter, and asking at what address the letter was delivered. When the new address is received, note it on the messenger card, and send a note to the registration desk so that the address will be changed in the official files, see The Registration Desk.

If a registered letter is returned from the P. O. undelivered, note

this on the messenger card. The idea of sending a registered letter to trace a delinquent borrower was borrowed from Mr. Ballard, librarian of the Berkshire Athenaeum, Pittsfield, Mass.

(u) *Police.* If you are sure of the borrower's address, and all other means of securing the return of a book have failed, give the messenger card to your chief with the suggestion that it be referred to the police. The chief dictates or delegates some one else to dictate a simple statement of the case somewhat as follows: "Newark, N. J., Free Public Library.

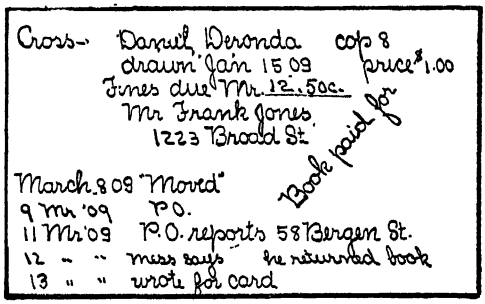
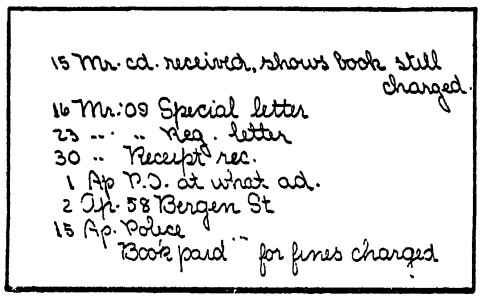


Fig 19 and 19a. Messenger card, front and reverse. Shows several steps taken to secure return of book. Size, 3 x 5. Buff.

On January 2nd, Mr. Frank Jones borrowed from the Public Library a copy of "Daniel Deronda", by Eliot, which has never been returned. He has been written to repeatedly about the matter and on March 30th a registered letter was delivered to him at the above address.



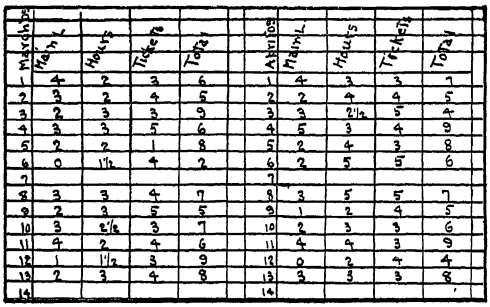
19a.

Either the book or $1.00, the cost of the book, should be delivered to the library."

A copy of this statement is sent with a note to the chief of police.

A carbon copy is kept at the library. Out of thirty cases reported to the police in 1908 twenty-seven were satisfactorily settled. Occasionally a case has to be reported several times before it is settled; each time "Police" and the date are noted on the messenger card, Fig 19a.

The police of other cities have at times assisted in securing the return of books in the possession of borrowers who have left Newark.



March	Main	Hours	Tickets	Today	Abington	Main	Hours	Tickets	Today
1	4	2	3	6	1	4	3	3	7
2	3	2	4	5	2	2	4	4	5
3	2	3	3	9	3	3	2½	5	4
4	3	3	5	6	4	5	3	4	9
5	2	2	1	8	5	2	4	3	8
6	0	1½	4	2	6	2	5	5	6
7					7				
8	3	3	4	7	8	3	5	5	7
9	2	3	5	5	9	1	2	4	5
10	3	2½	3	7	10	2	3	3	6
11	4	2	4	6	11	4	4	3	9
12	1	1½	3	9	12	0	2	4	4
13	2	3	4	8	13	3	5	3	8
14					14				

Fig 20. Part of Messenger's statistic sheet. Posted in messenger's book. Size, 4 x 6 1-2.

(v) *Special letter.* Give to your chief any messenger cards of cases requiring special letters. In the case of a borrower who has left the city, a special letter often proves more efficacious than a regular form. Note "Special letter" and the date on the messenger card, and file it with the "Delinquent" messenger cards. If a special letter fails to bring a response within a week, send another and register it.

(w) *Letter form asking for borrower's card.* If a borrower, without presenting his card, notifies you that his card shows no overdue charges, send a letter form, Fig 26, asking him to send in his card. If the overdue charge is on the card and uncanceled hold the card and notify the borrower that he will be held responsible for the book.

(x) *Wrong charges; hopeless cases.* If a borrower presents his library card and the card shows no charge for the book, or that the charge has been canceled, write on the book slip "Cd. shows bk. ret." or "Wrong charge," and the present date, and file it in the first box on the slip-table behind the guide board labeled "Special search." Send no further notices and make sure that there is no fine notice for the book before the borrower's name. Several times a week, look for these "Special search" books in place on the shelves, on the puzzle

shelf, and among the duplicate slips, see under the heading "Puzzles". The last day of each month take out the slips of all books for which you have been searching one month, and put them with the slips

The Free Public Library of Newark, New Jersey
John Cotton Dana, Librarian.

Mr. Frank Jones,
Dear Sir:

The book entitled Daniel Deronda, Copy 8, was borrowed by you on Jan. 15, '09.

This book is now long overdue and no satisfactory answer to fine notices has been received. The library messenger called to get the book and money due but without success. If the book is lost please send us $1.00, the cost of the book. This sum does not include fines due.

As a city institution we are obliged to do all in our power to secure the return of the city's property, or payment for the same in case it is lost. If this matter is not attended to at once, it will have to be put into the hands of the proper authorities for collection.

Very truly yours,
J. C. Dana, Librarian
Per M. M.

Fig 21. Mimeographed messenger letter. Sent after messenger fails to secure return of book. Size, 5 1-2 x 8 1-2.

labeled "Hopeless" in the slip-box on the slip-table, to be counted and sent to the catalog room on the following day.

When all efforts to secure the return of a book have failed and you are convinced that there is nothing further to be done, give the messenger card to your chief. With her approval, remove the book-slip from the "Messenger" file, write "Hopeless, yellow cd. filed before

name " on the book-slip, and file the slip with others marked " Hopeless ". File the yellow messenger card before the borrower's application; file here also the receipt for a registered letter if there was one.

The Free Public Library, Newark, New Jersey
John Cotton Dana, Librarian.

April 3, 1909

Registry Division, Post Office,
Newark, N. J.

Gentlemen:

Kindly give us the correct address of the following:

Mr. George Jones, 1253 Broad St.

Yours very truly,

Correct ad.
283 Bergen St.

J. C. Dana,
Librarian
Per A. F. H.

Fig 22. Mimeographed letter sent to post office to secure correct address of delinquent. Size, 5 1-2 x 8 1-2.

(y) *Monthly report of overdue books.* On the first of each month enter on the statistics sheet for overdue work, Fig 14, the total number of fine-postals, letters, and messenger cases for the month; copy the total on a mimeographed form for the monthly report of overdue work, Fig 27. Prepare a new statistics sheet for the current month; destroy the old one.

From the statistics card for registered letters, Fig 25, kept at the back of the " Delinquent " file of messenger cards, get the number of registered letters sent and enter it in the report. Destroy this statistics card and make a new one for the current month.

From the folder labeled " Police cases " at the chief's desk, get the number of books referred during the month to the Police, and the number returned or paid for through them; enter these on the report

In the file of book-slips marked "Hopeless" on the slip-table, count separately the "Uncollected" and "Wrong charge" slips and enter them on your report. Send the slips to the catalog room.

Count the book-slips labeled "Messenger" in the slip-rack and enter the number under "Delinquent cases pending" on your report. Compare each slip with the "Delinquent" file of messenger cards to be sure that each case is being properly followed up. If you find that a messenger card is missing, make a duplicate; mark "Dup" and date in the upper left corner. If the original card is found later, destroy the duplicate. Return the slips to the slip-table.

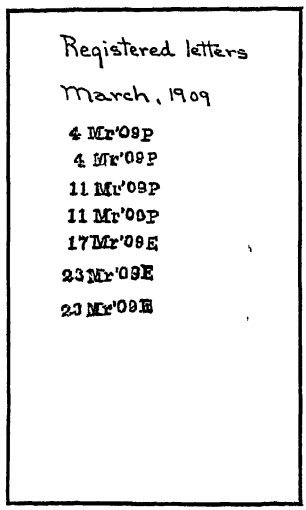
Make a second copy of your report. Give one copy to your chief and send one to the catalog department where the entries are copied into the permanent statistics book.

(z) *Books charged to librarian,* &c. When a book charged to librarian, trustee or other person under special conditions becomes overdue, put the slip with others behind a guide labeled "Librarian, trustee, &c." in the first box on slip-table. When one of these books is seven days overdue, if charged to someone in the library, send a note by hand asking to have the book brought in to be charged again; at the end of two weeks, go in person to look the book up; at the end of a month, report it to the chief of your department who will write a personal note; give the slip to your chief each month after that until the book is returned, note each step with date after the last charge on the book-slip. If a book is charged to someone outside of the library, when it is seven days overdue, send the usual fine-postal; at the end of two weeks, give the book-slip to your chief who will dictate a special letter, a reminder only; one month from that date, give the slip again to your chief for another letter and continue to do this each month until the book is returned; note each step on the book-slip.

ALPHABETICAL LIST OF SPECIAL FURNITURE AND EQUIPMENT REQUIRED FOR LENDING AND RECEIVING BOOKS

Book label Round, white, gummed Dennison label, 1 1-8 in diameter; used on the backs of some books; bear call-number. No. A 87 in Dennison catalog. Cost, 12,000, $2.70.

Book-pocket A piece of plain manila paper, pasted along the bottom and at the upper corners, to the verso of the last fly leaf of a book, thus making a pocket to hold book-slip; used also to record date the book is borrowed and the number of the borrower. Fig 1. Size, 3 1-4 x 4 3-4. Paper, No. 1 rope manila, 24x36, 50 pounds to a ream. Cost of paper, $5.20 per ream; cut by local dealer, 30 cents per ream.


Registered letters

March, 1909

4 Mr'09P
4 Mr'09P
11 Mr'09P
11 Mr'09P
17 Mr'09E
23 Mr'09E
23 Mr'09E

Fig 23. Monthly statistics card of registered letters sent to delinquents. Size, 3 x 5. Buff.

Book-slip. A card printed, ruled and divided into two columns on both sides; bears name or number of book; on it is recorded date book is lent and library number of borrower. Fig 1. Size, 2x5. Card, Bristol, 22 1-2 x 28 1-2, 120 pounds to ream; cost, $2.88 per 100 sheets. Made by local printer in lots of 50,000 for $47.50.

Brown book-slip for children's books and plain white for books belonging to business collection in lending department. Card, Bristol, 22x28, 120 pounds to ream; $2.40 per 100 sheets. Cost for 10,000, $9.50.

Salmon book-slip for High School Branch, and plain unprinted for books in lending department belonging to collection of books for boys and girls. Card, Bristol, see Book-slip.

Yellow slips for German books. Card, Bristol, see Book-slip.

Light blue book-slip for French books. Card, Bristol, see Book-slip.

Book trucks Four standard Library Bureau oak book trucks used in putting up books, etc. Each truck has 3 shelves, 37 1-2" x 14"; height of truck 44". $30.

Borrower's card See Library cards in Reg. Desk.

Call-slip Slip of paper, used for noting names or numbers of books wanted. Fig 5. Size, 2 x 5. Writing paper seconds. Cost about $4.00 per 100 pounds. Cut in library bindery.

Call-slip boxes On top of catalog cases are oak boxes for holding call-slips. Each is 19 x 2 x 3 1-2 high; through center, the long way of the box, is a partition 5" high; sections on either side are divided into 5 compartments; $2.00 each.

Cancel overdue charges, etc. slip Mimeographed form attached to library card having overdue charge for book borrowed from another department. Size, 2 x 5. Paper, Juno cream antique laid, 17 x 22, 24 pounds to a ream; cost in lots of 20 reams, 10 cents per pound. Mimeographed at the library on 8 1-2 x 11 sheets in lots of about 2,000. Cut in library bindery.

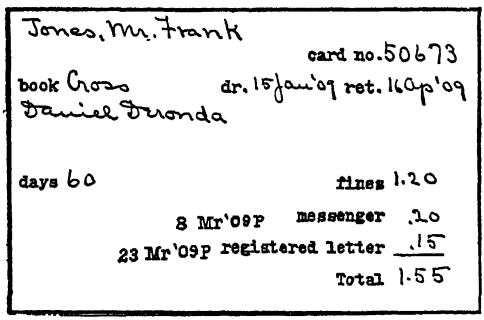

Jones, Mr. Frank
card no. 50673
book Cross dr. 15 Jan '09 ret. 16 Apr '09
Daniel Deronda
days 60 fines 1.20
8 Mr '09 P messenger .20
23 Mr '09 P registered letter .15
Total 1.55

Fig 24. Mimeographed fine-slip, showing charge for messenger fee and registered letter. Size, 3 x 5. Pink.

Cash account slip Printed record for petty cash. Expenses itemized on reverse side. Fig 3. Size, 3 1-8 x 5 1-4. Paper, linen ledger, 17 x 22, 24 pounds to ream, cost 10 cents per pound. Cost for printing $4.50 for 3,000.

Charging desk Oak desk at right angles to the right end of the lending desk, where at busiest times books may be charged. Corresponds to registration desk at other end. Size, 42 x 30 x 39 high. Contains two drawers for supplies, each 14 x 20 x 4 1-4 deep.

The Free Public Library of Newark, New Jersey
John Cotton Dana, Librarian.

April 1st, 1909.

Superintendent of Carriers,
Post Office, City

Dear Sir:

If possible, please let us know at what address the following registered letter was delivered: Mr. Frank Jones, 122 Broad St.

Receipted Mar. 28, '09.

Yours Very Truly,

No. 74939.

J. C. Dana,
Librarian
Per M. M.

Fig 25 Mimeographed letter sent to Post-office to trace borrower who has receipted for registered letter. Size, 5 1-2 x 8 1-2

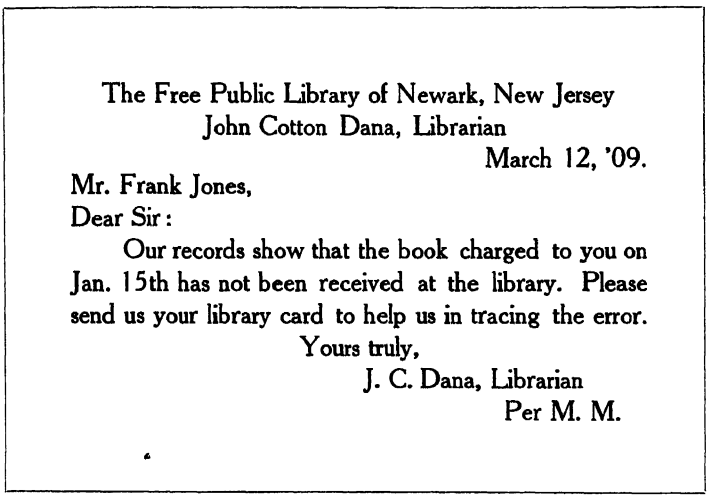
Daily circulation slip Printed form used to record daily circulation of books, itemized by classes. Fig 6. Size, 3 x 5. Paper, ledger, 16 x 21, 28 pounds to a ream, 15 cents per pound. Made by local printer in lots of 3,000 for $5.00.

Daters See Reg. Desk.

Duplicate blue slip Blank card size of book-slip on which is copied the exact legend of book for which emergency slip is made; kept in permanent file of duplicate slips. Fig 13. Blue Bristol card;

22 x 28, 120 pounds to ream, $2.40 per 100 sheets. Cost for 2,000, $1.75.

Emergency slip Blank card, size of book-slip, for temporary use when book-slip cannot be found; bears the same legend as book-slip. Red Bristol card, see Duplicate blue slip. Cost for 2,000, $1.50.



The Free Public Library of Newark, New Jersey
John Cotton Dana, Librarian

March 12, '09.

Mr. Frank Jones,
Dear Sir:

Our records show that the book charged to you on Jan. 15th has not been received at the library. Please send us your library card to help us in tracing the error.

Yours truly,
J. C. Dana, Librarian
Per M. M.

Fig 26 Mimeographed letter asking borrower to send card to the library. Size, 5 1-2 x 8 1-2.

Fine-letter A printed letter form sent to borrower when a book that he has borrowed is 14 days overdue; the second notice. Fig 17. Size, 5 1-2 x 8 1-2. Paper, India linen, 17 x 22, 20 pounds to ream; 10 cents per pound. Cost for printing 2,000, $4.00.

Fine-postal Printed postal sent to borrower when book is seven days overdue; 1st notice. Fig 16. Cost for printing 1,000, $1.00.

Fine-slip Mimeographed form for noting fine to be charged against borrower; filed before borrower's application. Fig 24. Size, 3 x 5. Paper, pink mimeograph, 22 x 34, 40 pounds to ream; cost, $2.70 per ream. Mimeographed at library, on 8½ x 11 sheets, in lots of about 1,000. Cut in library bindery.

Lending desk Oak desk, 11' 6" x 2' 6", 3' 2" high. Has four drawers, each 14" x 20", 4 1-4" deep for supplies. At right of center is cash drawer, 8" x 20", 3" deep, divided into 3 compartments, the first arranged to hold coins of different denominations. Under desk to left of center is a shelf 8' x 1' 4", where at busy times books are placed as received.

Library card See Reg. Desk.

Manila slip Slip of manila paper used as temporary book-slip, for keeping statistics, special shelf-lists, etc. Fig 11. Size, 2 x 5. Paper, No. 1 1-2 tag manila, 24 x 36, 150 pounds to ream; cost, $7.07 per ream. Cut in library bindery.

Messenger card Blank card gives record of steps taken to secure return of books for which library messenger is sent. Figs 18, 19 and 19a. Size, 3 x 5. Standard Library Bureau catalog card, no 33112, buff. Cost, $1.50 per 1,000.

Messenger letter Mimeographed letter form sent to borrower after library messenger has tried without success to secure return of book. Fig 21. Size, 5 1-2 x 8 1-2. For paper, see Cancel overdue charges slip; mimeographed on 8 1-2 x 11 sheets, in lots of 1,000. Cut in library bindery.

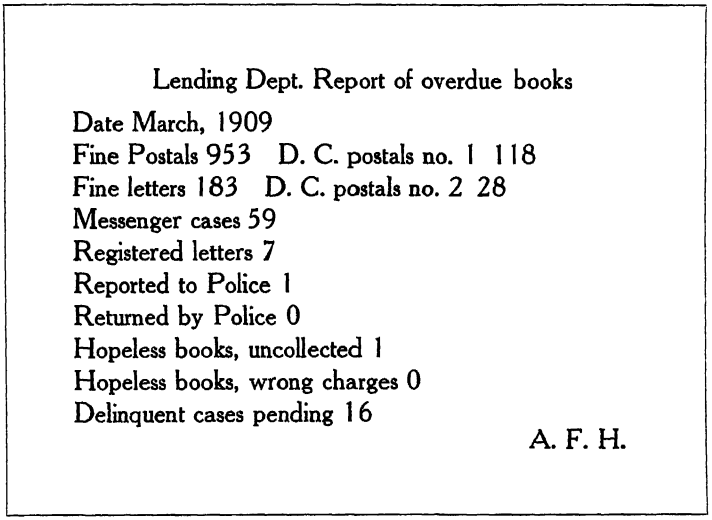
Messenger's book An indexed blank-book in which library messenger records results of attempts to secure return of overdue books, etc.; bound in sheepskin. Size, 4 x 6 1-2; 3-4 thick. Cost, 28 cents. About two used each year.

Messenger's statistics sheets Ruled sheet used by messenger to keep account of hours and car tickets spent in collecting overdue books. Fig 20. Size, 4 x 6 1-2. Paper, cross section, 19 x 24, 36 pounds to ream; cost, $6.50 per ream. Cut in library bindery.

New-book labels Round white gummed Dennison label, 3-8 in diameter, put at top of backs of new books to secure return to special bookcase. No. A 81 in Dennison catalog. Cost, $1.20 for 12,000.

Not paid slip Mimeographed slip, "Not paid", put into book borrowed from another department, on which there are unpaid fines. Size, 2 x 5. For paper, see Cancel overdue charges slip. Mimeographed on 8 1-2 x 11 sheets, in lots of 1,000. Cut in library bindery.

Guide boards Wood slips, 2 x 6, 1-8 thick, used as guides in boxes on slip-table and in slip-tray at desk. First covered with a thin coat of white shellac, then marked with India ink, then shellacked again; 15 bearing numbers of main divisions of classification are needed for slip-tray. For slip-boxes are needed: 12 bearing names of months; 3


Lending Dept. Report of overdue books

Date March, 1909
Fine Postals 953 D. C. postals no. 1 118
Fine letters 183 D. C. postals no. 2 28
Messenger cases 59
Registered letters 7
Reported to Police 1
Returned by Police 0
Hopeless books, uncollected 1
Hopeless books, wrong charges 0
Delinquent cases pending 16

A. F. H.

Fig 27. Mimeographed form for overdue books. Size, 3x5.

sets, numbered 1—31, for days of month; and 7 having these labels, "messenger", "postals", "letters", "dup. slips", "special search", "hopeless", and "reported lost".

Issue no books, etc., slip Mimeographed form reading "Issue no books without the permission of the librarian", filed before a borrower's application. Size, 3x5. Paper, pink mimeographed, see Fine-slip. Mimeographed at library on 8 1-2 x 11 sheets, in lots of 1,000. Cut in library bindery.

Label strip Plain manila paper pasted to verso of last fly leaf of book above book pocket, Fig 1. Size, 1 x 3 3-4. Paper same as book-pocket. Cut in library bindery.

Overdue book records Mimeographed form for monthly report of overdue work. Fig 27. Size, 3 x 5. Standard Library Bureau catalog card, no. 33110 buff. Cost, $1.50 per 1,000.

Overdue notice slip Blank slip used for daily memorandum of overdue notices. Fig 15. Size, 3 x 5. Writing paper seconds. Cost, about $4.00 per 100 pounds. Cut in library bindery.

Paid slip Mimeographed slip bearing the word Paid, put into overdue book borrowed from another department, when fine has been paid. Paper, etc. same as Not paid slip.

Pink slip Blank slip on which special notes are written to be filed before borrower's applications; pink in color to be easily distinguished. Size, 3 x 5. For paper, etc. see Fine-slips.

Post-office letter, No. 1 Mimeographed letter form sent to registry division of Post-office to secure address of delinquent borrower who has moved without notifying the library. Fig 22. Size, 5 1-2 x 8 1-2. For paper, etc. see Messenger letter. Mimeographed at library in lots of 1,000.

Post-office letter, No. 2 Mimeographed letter form sent to Post-office to secure address at which a registered letter was delivered to a delinquent borrower. Fig 25. Size, paper, etc. see Post-office letter, No. 1.

Receipt book Ordinary book of forms for giving receipts for money. Size, 2 x 6. 150 pages. Cost, 10 cents. Name of library is stamped with rubber stamp on face of each blank.

Registered letter statistics card Monthly report of registered letter sent to delinquents. Fig 23. Size, 3 x 5. Standard Library Bureau card no. 33110, buff. Cost, $1.50 per 1,000.

Rubber type See Reg. Desk.

Seven-day-book labels Label put on the back cover of novel less than one year old to secure return at end of seven days. Fig 8. Size, 3-4 x 3 3-4. Cover paper, 20 x 25, 32 pounds to ream; color, faun; 6 1-2 cents per pound. Made by local printer in lots of 5,000 for $2.50.

Slip-box Box of 1-4" bass wood on slip table to hold slips for books in circulation. Fig 4. Size, 12 x 2 1-4, 3 3-4 deep. About 20 are required Cost, about $1.00 each.

Slip-table supply box A bass wood box, 4 x 1 3-4, 3 1-2 deep, used for supplies, slips of various colors, etc., at slip-table. Through the center, the long way of the box, is a partition. Cost, 40 cents.

Slip tray A tray made of three slip-boxes fastened together at the ends by 1" strips of oak; stands on lending desk and holds slips of books lent during the day. Size, 12 x 7, 3 1-2 deep. Divided into 12 equal sections. A piece of felt is glued to the bottom to protect the desk.

Special label Small, gummed stars, 1-2" in diameter, pasted at the top of the backs of Italian books to secure return to special shelves. Cost, 84 cents for 1,200.

Stamping pads Three red and three blue ink pads, required for inking daters in charging and discharging books. See Reg. Desk.

Statistics sheet Sheets ruled and printed on both sides for keeping daily statistics. Fig 7 and 14. Size, 7 1-2 x 9 1-4. Sheets are punched in the right margin; kept between press-board covers also punched; tied through holes with string. Standard Library Bureau day blanks, no. 31r. Cost, $2.00 per 100.

Terrace table A table having terraced oak shelves where books are sorted before being put up. Size, 72 x 30, 30 high. Terraced top measures 74 x 32, with back 18 high; four shelves, one 4" above another. Cost, $15.00.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part I

The Lending Department

Section 3 Administration of Lending Department
By Sara C. Van de Carr

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

NOTE

The pamphlet on Registration is referred to herein as Reg. Desk. That on the Charging System is referred to by full title. The phrase "See under the heading" refers the reader to other parts of this pamphlet.

S. C. V de C.

Newark, N. J.
November 1909

The Lending Department
Administration and General Work

The lending department at the main library has charge of the books which are lent for home use at the main library and through deposit stations and of all matters pertaining to them; it has also charge of the general information or reference work and the reference books used in connection with such work; and of the making of booklists, study courses and club programs and the shelf work. This department is open to the public for about 300 days of the year: from 9 to 9 daily except Sundays and holidays; Saturdays 9 a. m. to 9.30 p. m. Ordinarily 13 assistants and 7 messengers are required to carry on the work.

For the details of deposit station work, reference work, club work and shelf department see other pamphlets to be published in this series.

Location and General Arrangement

The department is located on the second floor of the library, at the back. The entrance to it is immediately at the head of the main stairway; it may also be reached by an elevator in the main hall, Fig 2 Reg. Desk. As shown in Fig 1, this department occupies a room 28 x 44; with an extension to the rear, 28 x 30; and others 28 x 52, to the right and left; the extensions are set off by dividing walls each supported by two pillars which reach nearly to the ceiling, so that the division is scarcely preceptible. At the front of the right or north extension is a room 23 x 51 known as the reading room, also belonging to this department. Beyond the rear extension and to

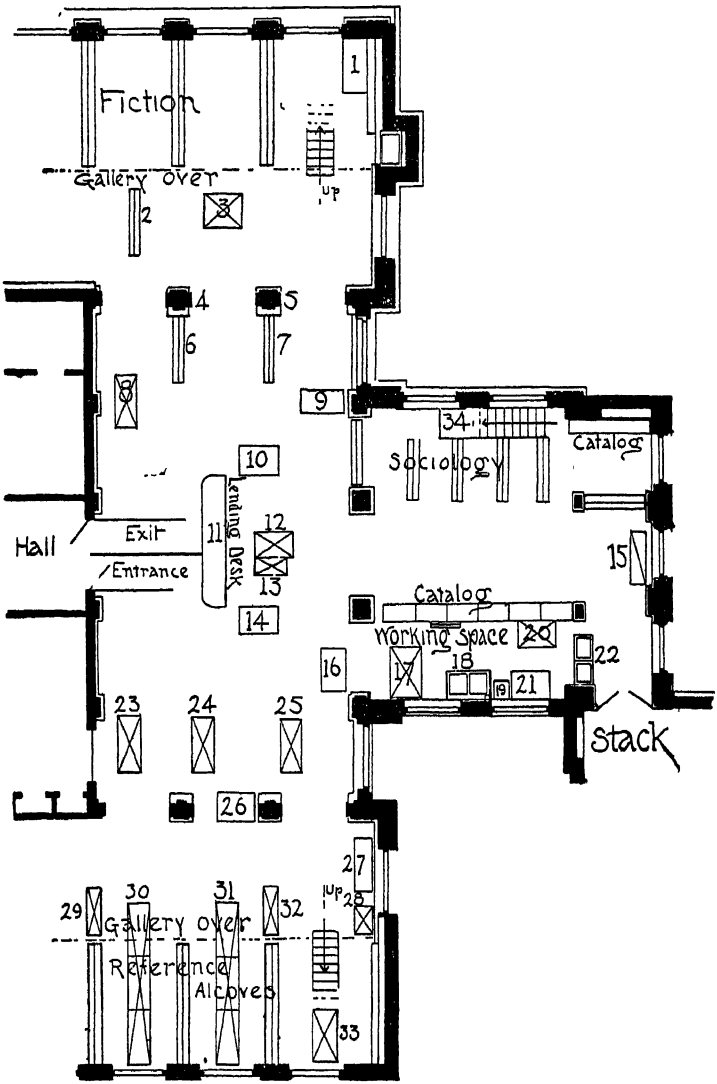


Fig 1. Plan of Lending Department.

Plan of Lending Department

1. Terrace Table
2. "New Book" Case
3. Display Table for Special Collection
4. Column
5. Column
6. "Business" "Thousand Best" and Special Collection Case
8. Table for Special Lists for Free Distribution
9. Information Desk
10. Desk for Display of Catalogs for sale
11. Lending Desk
12. Slip Rack
13. Application File
14. Registration Desk
15. Table for Special Lists for free distribution
16. Desk of Chief of Department
17. Work Table
18. Lift
19. Wash Stand
20. Work Table
21. Case with drawers for use of Staff
22. Lifts
23. Table for Lists for free distribution
24. Table
25. Table
26. Reference Information desk
27. Map Case
28. Vertical File Case
29. Table
30. Table
31. Table
32. Table
33. Table
34. Service Stairs

the right of it is the book stack where the main collection of books is shelved in double metal bookcases, six shelves high and set three feet apart; the stack is 37 x 59 and 6 stories high, the third floor being on a level with the lending department. Eight feet above the north and south extensions are galleries, each 16x52. The total floor area of the department exclusive of the stack and galleries is 6157 square feet. Formerly the two rooms at the right constituted the reference department the work of which is now carried on by the lending and technical departments.

By means of telephones, two in the lending room and one in the stack, the department is in communication with all parts of the library; calls from outside are also taken here. A book-lift connects with the catalog department above and bindery below; another with the branch and station department on the first floor; and three smaller lifts with the different floors of the stack. The technical department is at the front of the building; it communicates with the reading room.

Fig 1 makes clear the location of desks, tables, bookcases, working-space, catalog and lifts. On entering the room the borrower walks directly to the main lending desk. Here he finds an assistant ready to serve him; or he may go on to one of the other desks or to the shelves. The only obstacles to free movement are the three rails indicated at the entrance to the department.

The public is allowed access to all bookshelves in the department and in the adjoining floor of the book stack; admittance to the fourth floor of the stack where the least used circulating books are kept is granted on request; those wishing to consult newspaper files and government documents shelved on the other floors of the stack may do so under the supervision of an assistant; ordinarily a messenger brings the books to the lending department to be consulted there.

The department is so arranged that the people may talk without disturbing others. The reference work is carried on mainly in the north end of the room and in the reading room beyond; the galleries are pleasant quiet places for study. Study in the book stack is not allowed; the seats there are for the convenience of people who wish to consult several books before borrowing them; it is the duty of library assistants so to instruct all persons found studying there. The

routine work is done chiefly at the lending and registration desks; and in the working-space where there is less interruption.

Working-Space

In the working-space, in Fig 1, much of the routine work such as writing, dictating, filing, etc., may be done with little interruption. There are here two tables for working, provided with chairs, pens, ink, blotters, etc.; here are the case of drawers where the majority of the staff keep their personal belongings and work, the keys to different parts of the building, the rack for time cards, and book-lifts connecting with the repair and branch and station departments and the bindery. A small bookcase having four shelves, two for reserved books, one for damaged books and one for puzzles, stands here. Assistants at work here leave their work immediately to go to the main desks, assist at information work, etc. when they are needed.

The Books and their Location

(a) *Circulating books.* The lending department has for circulation about 60,000 volumes. About 15,000 of those that are least used are shelved on the 4th floor of the book stack. Of the remaining 45,000 volumes constituting the open-shelf collection, about 10,000 are in the borrowers' hands; the rest are shelved in the lending room and the adjoining floor of the stack. Because of the distance from the desk to the stack, 130' to the farthest point, as many books as possible and those the most used, about 20,000 in all, are shelved in the lending room. The classes selected for the lending room are: fiction and German books in the south extension; the allied classes of language and literature in the gallery above; sociology in the cases at the back of the room; and fine arts, including the music collection, in the north gallery. This leaves on the stack floor adjoining the lending room a collection of about 15,000 books in the classes of philosophy, religion, history, travel and biography, books in foreign languages other than German, and books for the blind. There are also in the stack about 8,000 magazines that may be borrowed for home use.

(b) *Reference books.* In addition to the books that may be borrowed, the department has about 7,000 volumes, exclusive of

periodicals and government documents, that are reserved for use at the library only.

(c) Bound and unbound magazines
Vertical file and index
Newspapers
Government documents
Scientific and technical books
Current magazines
Atlases and maps

For the subjects under b and c see other pamphlets to be published in this series.

Arrangement of Books on the Shelves

The call-numbers of books appear on the backs of the books; and by them the books are arranged on the shelves, reading from left to right and from top to bottom, tier by tier.

No call numbers are assigned to books of fiction; they are arranged in alphabetical order, 1, by author, 2, by title.

Books in foreign languages are taken out of their regular classes and arranged, each language by itself, in a separate series; the books of fiction in foreign languages are assigned call numbers and shelved in numerical order with the other books in those languages.

See also under the heading "Shelf Work."

Supplies

Keep in the drawers of the registration and lending desks a sufficient stock of all blanks, forms and other small supplies to last for a few days. Keep in each drawer a list of each kind of supply in the drawer. Each morning go over the list and make a note of whatever is needed. The heads of the desk forces attend to the ordering of the general daily stock. The entire supply of material too bulky to be kept in the drawers of the desks is kept in the stock room and ordered as needed.

Assistants

20 assistants are required to carry on the work of this department. These include a chief, 12 members of the staff, 3 of whom are scheduled in the reference department, and 7 messengers. Each person works 44 hours a week with a vacation of one month. Allowing 48 weeks to the year the total of time spent annually is 38,016

hours. The working hours are from 8.30 a.m. to 9.30 p.m.; Fridays and Saturdays until 10 p.m. As the department is open about 300 days in the year for about 13 hours each day, total 3,900 hours, there are on an average 10 people in the department at any one time. In addition the time of a man is required for about three hours each afternoon to do messenger work in collecting library books that are overdue or have been in quarantined houses or that were lost and not paid for, etc.

It seems essential that the chief of the department should be on duty each morning when the work of the day begins, at the busiest times during the day, and on the two busiest evenings during the week; the best time for her to be away is between the hours of one and four. Her schedule is therefore daily from 8.30 to 6 with from 1 1-2 to 3 hours for luncheon; Monday and Saturday evenings from 7.30 to 9; Thursday free after 1 p.m.

For time schedules and salaries see the pamphlets on general administration of the Library to be published in this series.

Special Duties of the Chief

It is the particular business of the chief of the department to meet people and to organize and extend the work of the department. All correspondence that concerns the department comes first to her desk. She marks each communication with the initials of the person best fitted to attend to the matter. She also sees all letters that go out from the department, all stories for the newspapers, and receives reports from assistants in charge of any special work. She maintains discipline and sees that work is done promptly, is the final authority in the department in case of a dispute, and makes recommendations to the librarian for such changes in rules or in the personnel of the staff as it seems to her would be of advantage to the department and to the library as a whole. By means of monthly and annual reports, through personal interview, staff meetings and notes on the staff bulletin board and in the official note-book, she must see that her own staff as well as the librarian and the assistant librarian are kept informed of what is going on in the department; she also discusses thoroughly with her staff any contemplated changes. She sends to individuals on her staff any literature that comes to her attention which she thinks will interest them

She inspects all books that are to be transferred from the main collection to branches, stations, etc., and withholds those that she thinks cannot well be spared or recommends the purchase of duplicate copies.

The following may be mentioned among her special duties: appoint persons to be in charge of special work; submit to the librarian in writing recommendations for changes; recommend books for purchase, particularly fiction and duplicate copies of books already in the library (for further details see pamphlet, Work of the Order Department, in this series); suggest topics for printed or mimeographed booklists; keep the rules of the department compiled in convenient form; keep a copy of every new rule made, in chronological order, in a manila scrapbook; compile statistics; make schedules; see that articles are sent frequently to the newspapers; send to the assistant librarian a written statement of overtime work the day after it was done; hold department meetings at frequent regular intervals; see that special groups of people are systematically notified of new books interesting to them (for further details see the pamphlet on Relations with the Public).

Special Duties of the Staff

Every member of the staff is expected to have a thorough knowledge of all the routine work of the department to the last detail; to know the reasons for things and to suggest changes. She should know books, literary, popular and scientific; she must have also a thorough working knowledge of reference books and bibliographies, of indexes to magazines and government documents, and of the catalog; so that at any moment she can take up any work in the deparment. She should also know about the work that is going on in other departments of the library.

In administering the work it is often advantageous to have a certain person responsible for one thing. Thus four assistants on each force devote their time particularly to the routine work of the department and are called desk assistants, though each has also other special work to do. One on each force of desk assistants is appointed head of the desk force; any difficulties that may arise are referred to her; and it is her business to work where in her opinion she is most needed and to see that the ordinary routine work is done promptly and properly;

she also dictates letters and other matters detailed to her by her chief; and instructs new assistants and messengers in their duties.

One desk assistant on each force is in charge of the work with overdue books, the sending of notices, etc.; another on each force has charge of the registration and contagious disease work. The following special charges are also assigned to desk assistants:

Slip-table
Distribution of booklists
Weekly list of popular books for the press
Weekly annotated list of new books sent to a newspaper
New books for the staff
Shelf work
Weekly news story sent to a newspaper
Notices for damaged books
Special collections
Temporary collections
Registration books
Books recommended by the public for purchase.

Desk and Information Schedules

For ease of administration divide the day from 2 to 9 p. m. into one-hour periods; with the exception of 5 to 7 when because of the ¾ of an hour for supper the periods are 5 to 5.45 and 5.45 to 7. For each period appoint one or more persons to work at the lending desk, the registration desk and the slip-table. Also each hour from 2 to 5 delegate someone to patrol the department doing general information work. For each day, make a written outline or schedule, showing who is scheduled for each period and where. The chief of the department makes these schedules, has them typewritten, posts one where all may consult it near the time-card rack in the working space, and keeps one copy at her desk in a folder labeled "Schedules"; she watches them from day to day and appoints a substitute if for any reason an assistant is absent or is excused from her schedule.

So arrange the work that each reference assistant is scheduled for one hour a week at each desk, but never on Monday, Friday or Saturday, on which days there is too much reference work to be done to spare these assistants for anything else. Divide the remaining work as evenly as possible among the desk assistants, scheduling the heads of the two desk forces for only half as much time as the others are scheduled for.

The slip-table. Schedule only one person at the slip-table at one

time as there are usually one or two messengers who may help with the work there. There are thus 6 hours a day, 36 hours a week to be covered; they are divided as follows: 3 reference assistants, 1 hour each; 2 heads of desk forces, 2 hours each; 7 desk assistants, about 4 hours each. The person in charge of the slip-rack is scheduled here for the extra hour; she is always scheduled here from 5.45 to 7 p. m.

The lending desk. At the lending desk only one assistant is needed from 2 to 3 o'clock; from 3 to 5.45 two people must be there; one is enough from 5.45 to 7; and two are needed from 7 to 9. There are therefore 12 hours scheduled work required here daily, 72 weekly.

The registration desk. Schedule only one assistant at a time at the registration desk except at the following times when there is a rush of work, largely from branches and stations: Friday and Saturday from 2 to 5, 2 persons; Friday from 3 to 4, 3 persons; Monday from 2 to 3, 2 persons. Schedules have therefore to be arranged for 50 hours work here weekly. Always schedule one of the two people in charge of registration work here daily from 5.45 to 7 and from 8 to 9 p. m., so that they may see that the work of the day is properly caught up; and also at the busiest times, when two or more people are scheduled.

Daily Routine of Staff Work

(a) *Morning routine.* One assistant puts the lending desk in order, orders stock, does the work of the lending desk, and while there revises the arrangement of the slips of books circulated the day before. Another assistant attends to all the work in connection with overdue books; if necessary a messenger helps her fill out and address postals and letter notices to borrowers. A third assistant does the registration and contagious disease work; and the fourth enters the totals of books circulated the day before in the statistics book, places reserves and slips books.

(b) *Afternoon routine.* Between the luncheon hours of 12 and 2 the force is short, and little more than the routine desk work can be done.

After 2 p. m. the staff is regularly scheduled for work at the lending desk, registration desk and slip-table; and between 2 and 5, to

patrol the department doing information work. These schedules are strictly adhered to. It is not necessary to stay at the desk when there is no work to be done there; the persons scheduled at the slip-table need not remain there if there are messengers who can do the work: it is however, the duty of each assistant scheduled at a desk to see that the work at that desk is properly done and that borrowers have prompt attention there. Every member of the staff has each week at least three afternoon hours when she is not scheduled and is free to attend to her special duties. Beside this the person in charge of writing up the registration book is given an hour or a half-hour for this work daily, usually between 2 and 3 p. m.; the assistant in charge of reserves is also allowed an hour daily, usually from 4 to 5 p. m., to attend to this work.

(c) *Evening routine.* The staff is scheduled at certain desks until 9 p. m. The head of the desk force is expected to help in information work.

Messengers' Work

Messengers do only such work as is laid out for them, or as they are directed to do by a member of the staff. They do not assist the public either at the catalog or in a search for books. Whenever questions are asked of them, they must at once find an assistant to aid the questioner. This is essential.

Two of the messengers in the department are delegated to keep in order the bookshelves in the stack and throughout the department; with the exception of the fiction and German books at the south end of the room which are cared for by other messengers. These messengers are called shelf messengers; their work is described under the heading "Shelf Work".

The work of the other messengers is outlined below:

8.30-9 a. m. 1 Get from the janitor's room a cheese cloth duster; wet it and wring it out as dry as possible. Use this in all dusting except the dusting of booklists on the table; for these use a dry duster.

2 Get fresh paste from the repair department, for the slip-table.

3 Dust and straighten the tables of booklists and the table where is exhibited the temporary collection of books on some special subject.

4 Dust the ends of the book shelves at the south end of the room (not in the gallery), those at the back of the room, and the special collection cases.

5 Dust the information desks, the terraced table, trucks, and tables in the working space.

6 Sharpen the pencils at the catalog cases and at all desks.

7 Fill the boxes on the catalog cases with call-slips.

8 Care for plants and flowers.

After 9 a. m. 1 Clean and fill all the ink wells in the department.

2 Read fiction, which means that you are to see that books stand in their proper order on the shelves, observing the following rules: never leave more than five copies of any one book on the shelves; put the rest on the bookcases on either side of the book-lift; leave a space of at least six inches at the end of every shelf; whenever possible use only six shelves in a tier of fiction, and five in a tier of German books; put a book support at the end of every shelf of books.

3 On Monday and Thursday read the German books, on Tuesday dust the German books, and on Friday dust fiction.

After 9 p. m. 1 Straighten fiction and German books, special collections, terraced table, booktrucks and tables of lists.

2 Put on the repair lift all books that are to go to the repair room.

3 Put up all books found lying on the tables, chairs, or tops of bookcases in lending room, galleries or reading room.

At other times put up books from the terraced table. At all times keep the department in good order; leave any work that you may be doing to answer immediately the desk bells, the chief's buzzer, or the general telephone.

When given a list of books to look up, or any other piece of work to do, report on it always to the person who gave you the work; never report directly to a borrower unless directed to do so by a member of the staff.

If a question about library matters is asked, say at once that you will find someone who will give the desired help; do not attempt to answer the question yourself.

Do not put up books for more than two hours consecutively. When you begin work at one o'clock, report to the head of the desk force for clerical work from 3 to 4 p. m.; on the days when you return from luncheon at 2.30 report for such work from 4 to 5.

It is the special duty of one messenger to bring books from the bindery and repair department. At 4 o'clock each afternoon, this messenger takes an empty truck to the bindery and repair department, loads on it all the books ready to go back to the lending room, and takes them to the terraced table.

At 4 p. m. daily another messenger to whom this duty is assigned sees that the repair lift is empty. The branch and station department then sends up any books belonging to the lending department that are to be slipped. This same messenger takes them from the lift and puts them on the slip-table.

Between 2 and 3 each afternoon, the messenger who has been appointed to this duty takes from the reserve slips labeled "Reserves to be looked up on the shelves every day" and searches for the books.

Aside from the work above mentioned, messengers may slip books, send postals and letters for overdue books, file applications, weed out expired applications, change addresses on applications and in the registration book, and do such other work as they may be directed to do by a member of the staff; between 3 and 5 each afternoon a messenger is scheduled in the reading room to supervise the room, keep it in order and do such other work as has been given her to do.

Instructing a New Messenger

The head of a desk force usually instructs a new messenger. The procedure follows. Work not mentioned here is explained in detail when it comes time for such work to be done.

1 Explain the order of fiction and have the messenger read three tiers. Revise the work, turning down any book that is out of place; and have it corrected.

2 Explain the difference between fiction and non-fiction.

3 Let the messenger select and arrange the fiction that is to be put

up, and put the books in place on the shelves leaving them on their edges to be revised. Revise the work and have it corrected.

4 Explain the order of non-fiction, and let the messenger read four tiers of 300's. Revise the work as before.

5 Explain decimals and have a case of travel read; and revise it.

6 Have the messenger put up six books of 300's and six of travel, leaving them on their edges to be revised.

7 Explain the location of the different classes of non-fiction and of magazines. Give the messenger a call-slip noting books in all classes. Let her find the books and bring them to you. If a book is not in let her bring the one standing next the place where the book indicated should have been.

8 Explain the special collections, and let the messenger select from the terraced table and put in place some books that belong in each.

Department Meetings

The chief of the department holds two department meetings each week between 8.45 and 9.30 a. m., on Thursday and Friday for the alternating forces. These meetings are for the staff only; a messenger is stationed at the desk and summons a member of the staff if she is needed. Discuss any matters of interest to the library world in general or the Newark library in particular. Each person reports regularly on book reviews in one or two periodicals. The periodicals used are not critical journals but such magazines as The Amer. Historical Review, The Amer. Journal of Sociology, The Banker's Magazine, The Westminster Review, etc. The person who reports makes order slips for books that she thinks should be bought for the library and hands them to the chief, as all orders from the department pass through her hands.

Distribution of Material

On top of the case of drawers in the working-space are four open baskets, 9 1-2 " x 12 1-2 ", labeled respectively " Br. & Sta. ", " C .R. " " Staff " and " Mail. " Into the " Br. & Sta. " basket put all books and other material for the branch and station department, unless there is a large number of books, in which case send them down on the book-lift or on a truck. In the same way, put all material for the children's

room into the "C. R." basket. These departments send a messenger to empty the baskets several times a day.

Put into the "Staff" basket material for members of the lending department staff who are not on duty at the time the material is distributed. Every member of the staff looks in this basket when she comes on duty to see if there is anything there for her. Material for the chief of the department is always put on her desk.

With the exception of books, which are always sent to the slip-table or terraced table, all notes from other departments addressed to the lending department or to assistants there, are put on the chief's desk. She glances at them and has a messenger distribute them to the members of the staff to whom they are addressed.

Always label clearly any material that is to be distributed. Messengers do most of the distributing; they leave all material on the desk of the chief of the department for whom it is intended.

New Books

Whenever there are new books ready for the lending department, the catalog department puts them on the lift and telephones the chief of the lending department that they are there. The chief instructs a messenger to put them on a truck and wheel them to the working-space. She then notifies the members of the staff that new books are there and each person takes a few moments to examine them. Later the person in charge of booklists takes off the truck any books that might well be annotated for a booklist; the person in charge of special collections, with the approval of the chief, takes those that might be marked for the business case or the collection of books for boys and girls. After all have seen the books they are put up.

The catalog department sends the lending department about once a month two copies of a typewritten list of all new books added during the month; the books are grouped under the main heads of the Dewey classification and are arranged in alphabetical order by authors under each head. The chief keeps one copy at her desk in a folder labeled "New Books", where it may be consulted by the staff and where it remains for about a year, after which it is destroyed; the other copy is put into a binder on a table for public use.

Besides the general list of new books the department has two copies of a list of new fiction; this list is written on "11 x 8 1-2" paper sewed into cloth-covered boards; first the date when the books went into circulation is given and under the date the entries are made alphabetically by title. The catalog department keeps these lists up-to-date. One copy is kept on the duplicate collection bookcase, the other on the new book-case.

Cash Account

Put all money received for fines during the day into the cash drawer at the right of the center of the lending desk. Put by itself in a special compartment of the drawer all money paid for the rental of Duplicate collection, or D. C. books as they are called; in making change, be sure that only the exact amount D. C. money paid is put into this section. Put all other receipts, for catalogs, books lost and paid for, etc. into the general fines funds, entering each item, as paid, on the account pad, Charging System Fig 3, which is kept at the center of the desk. If more change is needed, send to the office of the assistant librarian for it until 5 p.m. If the office cannot furnish it, send a messenger to the bank to get some. Whoever is scheduled at the lending desk from four to five p. m. will see that there is in the drawer enough change to last through the day. After the library closes each evening, balance the cash account; that is, enumerate all fines, receipts and expenditures for the day, basing your account on the amount of money in the fines and D. C. compartments of the cash drawer, and the entries on the account pads at the desk. Make all entries on the cash account in pencil.

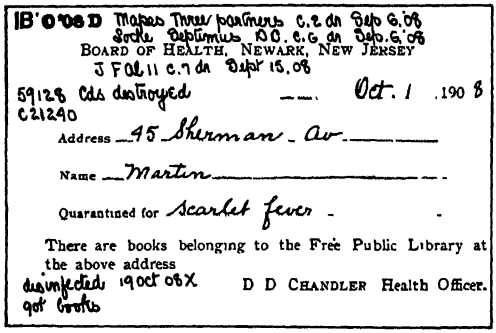


Fig 2. Postal supplied by Library to Board of Health.

The procedure is as follows: 1 Take the D. C. money, which

is kept in a separate compartment of the drawer, count it and enter the amount on a fresh cash account slip, Charging System Fig 3. 2 Count out $10, charged against the department, in small change and put this in a special money bag to be kept for change for the following day; 3 Count all money D. C. and other. 4 Enter under "Receipts" on the cash account all special items on the account pad; 5 On the reverse of the cash account, enter expenditures, itemized; add these and enter the total under "Expenses" on the face of the account; 6 Deduct the expenses from the receipts for the balance; 7 Date the cash account in the upper right corner, add your initials, and put it with the cash into a blank envelope; if a book was lost and paid for, place its book-slip in the envelope with the cash; seal the envelope, date it and write the amount on the outside; 8 Lock up the envelope and the bag containing the $10 in change in the cash drawer.

The following morning, send the envelope containing the money to the office of the assistant librarian. Put the $10 in change in the cash drawer.

Contagious Disease among Borrowers

The library supplies the board of health with printed postals addressed to the lending department. Before quarantining a house the health officer has to fill out a printed form. One of the questions on this form is "Are there any books in the house belonging to the public library?" When this question is answered in the affirmative, the health officer the same day fills out and mails one of the library postals, giving the name of the family and the disease for which it is quarantined, Fig 2. When a board of health postal is received, put it in the library messenger's book," see Charging System. Taking the postal with him, the messenger calls at the quarantined house on his next trip; collects all library cards and destroys them; notes in his book the number of the cards and the fact that they were destroyed. At the same time he notes in his book the numbers of titles of all library books in the house and the dates when they were drawn; if they were borrowed from the children's room or a branch or station he notes this, giving the name of the branch or station. If a book belongs to a school or club library this is also noted. He instructs the family to hold the books until he comes

again, which will be as soon as a notice that the house has been disinfected is received from the board of health.

On the messenger's return, transfer from his book to the board of health postal all statements concerning a case, Fig 2. Check with your dater both the postal and the report in the messenger's book. Send to their proper departments all postals not belonging to the lending department. If there are in one quarantined family books borrowed from the lending department and from some other of the library's agencies, hold the board of health postal in the lending department and send to the proper department full notes of the case on a yellow messenger card, Fig 3.

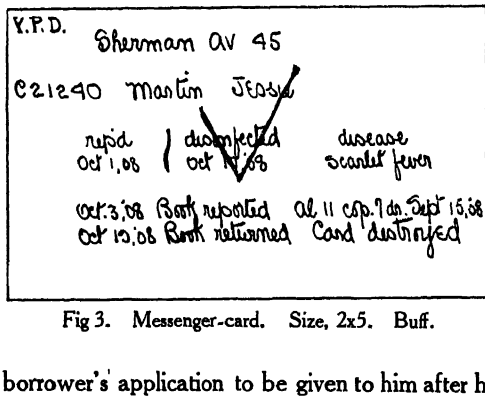


Fig 3. Messenger-card. Size, 2x5. Buff.

Make out a new library card for each one destroyed; write at the top in pencil "con. dis.", and file it before the borrower's application to be given to him after his house is disinfected.

Next from the notes on the postals, find in the slip-boxes the slips of all the books. Remove these from their regular places, mark each "con. dis." after the first charge, and file it by call-number behind the guide board, in the first slip box, labeled "Contagious disease." Then file the postal, 1, alphabetically, by street, 2, by number, 3, by borrower's name, with other postals in the drawer of the application case labeled "quarantined". If a slip cannot be found, send the messenger again to get a more accurate record of the case.

Several times a week the library receives from the board of health a typewritten report that gives a statement of the family name, street and number of all contagious cases that have been disinfected. Compare each entry with the file of board of health postals which are arranged by street because the spelling of family names is not to be depended on. On the board of health report, check each name as

you look it up. If you find that a family noted on one of the postals has been disinfected, remove the postal, note on it "disinfected" and the date and put it in the messenger's book. When you have finished with the board of health report send it to the school department; from there it goes to the children's room, and branch and station departments; and is finally returned to the lending department. File it before other board of health reports kept in one of the drawers of the lending desk; destroy these reports at the end of three months.

The library messenger finding the postal marked "disinfected" in his book, goes to the house and collects all the books. He checks on the postal each book collected. When the messenger returns the postal see that all the books are properly checked as returned and file the postal at the back of others labeled "Disinfected" and kept in the "Quarantined" drawer. Destroy board of health postals three months after the date of disinfection.

Although the books have been once disinfected by the board of health it seems best to put them through a second process. When the messenger brings them in, he puts them in a disinfecting can. Here the books accumulate until there are about forty or fifty. Then the head janitor telephones the board of health to send somebody to fumigate them. The board of health sends its own apparatus and forces about 1000 cubic feet of formaldehyde gas into the can. The books stand for two days; and are then sent to the lending department. Slip those that belong to the lending department from the "con. dis." slips, and return them to circulation. Send the others to their respective departments. If you find that any book is missing, follow it up at once and secure its return if possible.

On the first day of every month, count from the "quarantined" and "disinfected" files of board of health postals the number of cases of contagious disease among borrowers that were reported the previous month, give this to your chief who in turn sends it to the office of the assistant librarian to be entered in the book of statistics. The assistants in charge of registration do this work.

In cases of smallpox or in other cases where, in the opinion of the board of health, the books should never be used again, they are destroyed by the board of health official who notifies the library that

Lost Books

When a borrower reports that he has lost a book, at once find the book-slip in the boxes on the slip-table. If he cannot tell you the name of the book and the date when it was borrowed, ask him to bring to the library the first fine notice that he receives about the book, so that it may be identified. Having found the bookslip, get from the catalog room, the price of the book; collect this together with any fines that may be due. Write in ink at the bottom of the book-slip the price of the book, the borrowers name and address, and "paid"; enter the price of the book under "books lost" on the cash account, Charging System Fig 3; put the book slip with the money in the cash drawer, to be sent with the cash to the office of the assistant librarian on the following day. If required, give the borrower a receipt. The catatog department keeps the book-slip, so that if the book is ever found and returned, the record can be easily looked up and the proper amount refunded to the person who paid for the book.

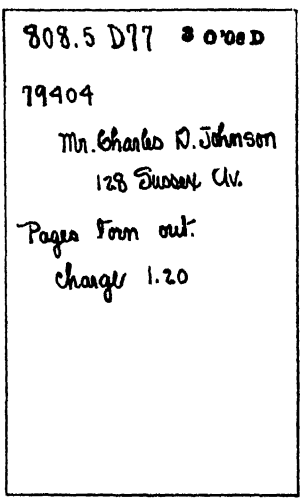


Fig 5. Mimeographed slip showing repair department that damage has been noted. Size, 2x5; white.

A borrower pays for a book that is lost while in his posession, unless it was lost by fire and not covered by insurance; in which case the library replaces the book at its own expense. If a borrower wishes, he may replace the book instead of paying for it. If the book belongs to a set or work in more than one volume follow the same process as in case of damaged books.

If a borrower is not prepared to pay at once for a book, hold his card; note on the book-slip, Fig 8, in addition to the borrower's name and address and the price of the book, the author and title, the date when it was reported lost, and the fines to date, if any; make all

entries on the book-slip in ink. Next fill out a pink mineographed form for a book reported lost, giving the same information that is on the book-slip. File this slip with the borrower's card in front of his application. File the book-slip in the first box on the slip-table, behind the guide-board labeled "reported lost."

The Free Public Library of Newark, New Jersey
John Cotton Dana, Librarian.

Mr. Charles Johnson,
128 Sussex Av.,
Dear Sir:

The book Introduction to the study of rhetoric 808.5 D77 charged to your card Sep. 16, '09 was returned in poor condition.

The book was held and a postal was sent you Oct. 3, '09, asking you to call at the library; as no answer was received we are now sending you a second notice to the effect that the book will be returned to circulation at the end of the week. The cost of rebinding or repairing the book will be charged against your name and payment must be made before another book is drawn.

Yours truly,
J. C. Dana, Librarian.

79404 per A. F. H.

Fig 6. Mineographed letter for damaged book. Size 51-2x81-2

Once a week look through the "reported lost" slips and take out those that have been reported lost one month. Search for each book, 1, among the duplicate puzzle slips, see The Charging System: 2, on the puzzle shelf, and 3, in place on the regular shelves. Next fill out a letter form, Fig 9, for each book, asking the borrower to call and pay the amount due. Note on the book-slip "letter sent" with the date, Fig

8, note the date under "letter sent" on the pink slip before the borrower's application.

Two weeks later, if the book has not been paid for, make out a yellow messenger-card, Fig 10, giving a statement of the case; and have typewritten a bill for the book, the fines and 20 cents for messenger service. Note on the messenger-card, the amount of the bill. The library messenger will take the card and bill on his next trip; he will collect the amount if possible, giving a receipt. After that the case will be treated as are other delinquent cases. See under the heading "Notices for Overdue Books, Delinquent Borrowers" in the Charging System. Charges for a book lost and not paid for stand before a borrower's application until paid.

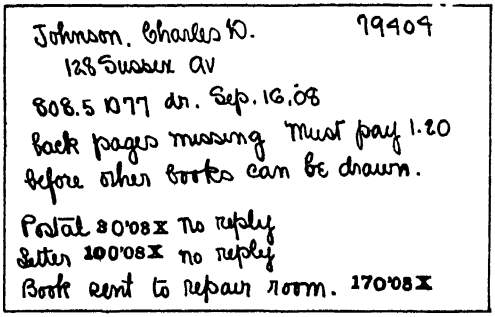

Johnson, Charles D. 19404
128 Sussex Av
808.5 D77 dr. Sep. 16,'08
back pages missing Must pay 1.20
before other books can be drawn.
Postal 30'08X No reply
Letter 100'08X no reply
Book sent to repair room. 170'08X

Fig 7 Mimeographed fine-slip for damaged book. Size 3 x 5. Pink.

If a borrower returns a book after it has been reported lost, charge no fines for the period after it was reported lost.

If a book that has been lost and paid for is returned, send it to the catalog room to be slipped from the file or slips of such books; when the book is received again from the catalog room, refund to the borrower from the cash drawer, the price of the book as noted on the book-slip, les 20 cents which is reserved for the cost of cataloguing, changing records, etc. Under "expenses" on the cash account, enter the amount refunded with a note. Return the book to circulation. If a borrower returns the book at a time when the catalog room is closed, ask him to call the next day for his money. Send the book to the catalog room the following morning; and put before the borrower's application a note of the amount to be refunded, whenever it may be called for.

Reserving Books

(a) *General Rules.* A borrower may have any book of non-fiction

that has been in the library two months reserved free of charge; that is, if the book he wants is not in he may leave his name and address at the library and as soon as the book comes in a postal will be sent him notifying him that the book is now at the library and will be held 24 hours for him. Fiction, opera scores and Duplicate collection books may not be reserved; nor may text books and translations be reserved for school boys and girls. A book may be reserved by mail, by telephone or upon application at the library.

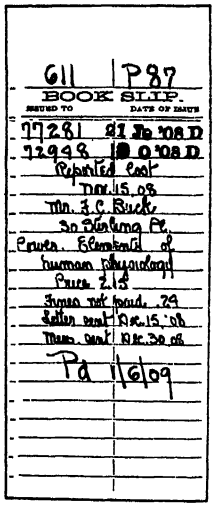

611 | P87
BOOK SLIP.
ISSUED TO | DATE OF ISSUE
77281 21 Ja 08 D
72998 | 8 O 08 D
Reserved Card
Dec 15 08
Mr. J. C. Buck
30 Spring Pl.
Primer. Elements of
human physiology
Price 2.15
Human mind. 2d
Letter card Dec. 15, 08
Thurs. card Dec. 30 08
Pd 1 6 09

Fig 8. Book-slip with record of fines, etc. Size, 2x5.

(b) *Taking the reserve.* To reserve a book, note on a reserve slip, Fig 11, the call-number, author and title of the book, and the borrower's name and address; stamp the slip in the upper right hand corner with your data, and drop it in the reserve drawer at the lending desk. (c) *Writing up the reserves.* At three o'clock each afternoon take from the drawer all the reserves that have accumulated there. 1, arrange the slips by call-numbers and from the shelf-list note on each reserve slip the number of copies of the book that are in circulation; and number of volumes. If you find a book marked worn out or lost on the shelf-list, note "w. o." or "lost" on the reserve slip. 2, If a book is in more than one volume, make a reserve slip for every volume, unless a special one has been asked for. 3, Count the reserve slips and enter the number with the date on the statistics slip for reserves kept in the reserve box. 4, For each reserve fill out a reserve postal, Fig 12, noting the call-number and short title of the book, the volumes, and the date when the reserve was taken. Address the postal and lay it with the reserve slip to be reserved by another assistant. If a reserve was taken for a branch or station or for a member of the staff note the necessary items on a standard size slip. 5, Fill out a duplicate order slip, for any book marked "w. o." or "lost" noting "reserved" and the date

in the upper right corner, give this to your chief. File the reserve slip with others, in the reserve box, labeled "reserves to be ordered." The head of the department will recommend the book for replacement or

The Free Public Library of Newark, New Jersey

Mr. F. C. Buck:
30 Stirling Pl.,
Dear Sir:

The book Elements of human physiology 611, P 87 charged to your card Oct. 3, '09 and reported lost has not yet been returned.

Kindly call at the library at your earliest convenience and pay the amount due. Price of book $2.15, fines .24. Total $2.39.

Yours Truly,
J. C. Dana, Librarian.
Per A. F. H.

Fig 9. Mimeographed fine letter. Size 5 2-2 x 8 1-2

not, as she thinks best. If not to be replaced, fill out a letter form, Fig. 13 and send it to the borrower and destroy the reserve postal and slip. 6 Arrange the remaining reserve slips in order and place them at the front of the slip box at the extreme left on the slip-table, to be looked up, on the following morning. File the postals and notes by call-numbers in the wooden reserve box, 8 1-2 x 6 1-2 x 3 1-2 in which they are kept until the reserved books come in.

(d) *Placing the reserves.* The following morning, proceed as follows. 1 Take the reserve slips and look for the books on the shelves; if one is found put it with the other books on the reserve shelf. 2 Make a list on a 3 x 5 slip by call numbers of the remaining books

to be reserved, noting after each the number of copies in circulation. 3 Beginning one month back of the present date and going forward, look through the slip-boxes for the corresponding book-slips; when found, clip the reserve slip to the book-slip; note on your list of numbers the date in which the reserve was placed. If there are more copies than one of the reserved book, continue to search the slip-boxes for the others and write "reserve" in pencil at the top of each; note on your list of numbers the date in which the reserve was placed. When you have placed all the copies of a book, cross off the call-number from your list. When you have looked through all the slip-boxes, through the latest date, if you still have reserves unplaced, begin one month back of the present date and look backwards. 4 From your memorandum of the call numbers, copy on the reserve postals in pencil the dates in which the corresponding reserved books were placed, Fig. 12. These dates are erased before postal is sent. Any reserve slips that you are not able to place in the slip-boxes, send to the branch and station department to be looked up among the slips of books lent temporarily to branches. If a reserve is placed among these slips the department sends back a note giving the call-number of the book and the branch at which it is. Note the name of the branch on the reserve postal. The book will be sent for and returned to the lending department as soon as possible. The reserve slips not placed here will be returned to you the same day.

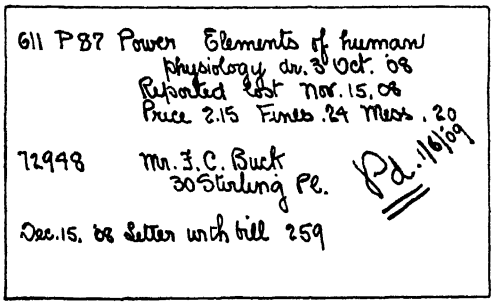


Fig 10. Messenger card. Size, 3x5.

Next send the reserve slips to the bindery department to be looked for among the slips of books in the bindery. This department also attaches the reserve slip to the book-slip, if found, and sends a note to that effect to the lending department. Note "bindery" on the

reserve postal. The book will be rushed through the bindery and returned to circulation as soon as possible.

File the reserve slips that may still be unplaced, by call-numbers, with the file in the reserve box labeled "reserves to be looked up on the shelves every day." Each afternoon take three reserves and look for the books very carefully in all possible places; a messenger does this.

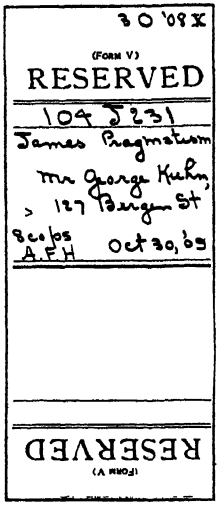


Fig 11. Reserve-slip. Size, 2 x 5. Pink.

Go over all unplaced reserves at least once a week and make duplicate order slips for books that were reserved more than two weeks previously. Give these order slips to your chief. She will see that the books are ordered as soon as possible or will, with your help, make other recommendations.

(e) *Mailing reserve postals.* Two shelves of the bookcase in the working space, in Fig 1, are devoted to reserved books. Here all such books ar placed as they are returned through the slip-table, or bindery, or branches, or as they are found on the shelves, or as new copies are received from the catalog room.

When a book is reserved for another department slip-boxes and if it is not found report th s at once to the department reserving it.

Each afternoon at four o'clock, examine the books on the reserve shelves. If the reserve slip in a book bears two dates, one at the top showing when the reserve was taken and another below, Fig 11, the second date indicates the day the reserve postal was mailed. If this second date is more than two days old, the time for which the book was to have been held has elapsed. Therefore remove and cancel the reserve slip. Before sending the book back to the shelves look in the file of reserve postals to see if there is another reserve on the book; if there is, make out another reserve slip in the usual way, noting on it the name, address and date on the postal. Then proceed as follows:

1 Take from the reserve shelves all books, not bearing on the reserve

slip the second date, and for which therefore the postals have not yet been mailed. 2 Find the first reserve postal for each book. 3 Compare the name and addresses on the reserve slip and on the postal to make sure they are inentical. 4 Fill out on the postal the present date and the date until which the book will be held, which will be until 9 p. m. of the second day following; add your initials. 5 Stamp the reserve slip with your dater, Fig 11. Repeat the process for each book. Return the books to the reserve shelves and place the postals in the mail basket. 6 Send a book reserved for another department together with the reserve note to the department indicated. 7 If a book is reserved for a member of the staff destroy the reserve note, and charge the book before sending it out of the department.

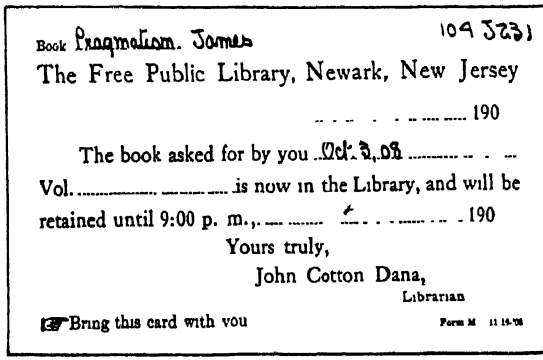

Book Pragmatism. James 104 J23p
The Free Public Library, Newark, New Jersey
..... 190
The book asked for by you Oct. 3, 08 .....
Vol. ..... is now in the Library, and will be
retained until 9:00 p. m., ... 190
Yours truly,
John Cotton Dana,
Librarian
☞Bring this card with you
Form M 11-15-08

Fig 12. Printed reserve postal.

(f) *Delivering reserved books.* When a borrower who has received a reserve postal calls for the book, examine the name on the reserve slip in the book to make sure you are delivering the right book to the right person. Cancel the reserve slip which may be used four times, destroy the reserve postal.

(g) *Statistics.* The first of each month, count from the 2x5 statistics slip the uumber of reserves taken during the month. Send a note of the number to the chief of your department who in turn will send the report to the office of the assistant librarian, where it will be entered in the permanent statistics book.

ALPHABETICAL LIST OF SPECIAL EQUIPMENT REQUIRED FOR ADMINISTRATION AND GENERAL WORK

Board of Health postals A printed postal; on the face, the address of the library, on the reverse, street, name, disease and the statement that books belonging to the library are at the given address. Fig 2. Cost of printing 1,000 $1.00.

Book reported lost letter A mimeographed letter asking the borrower to call and pay the amount due on his lost book. Fig 9. Size 5 1-2 x 8 1-2. Juno Cream Antique Laid, 17" x 22", 24 pounds to a ream; cost $2.52 per ream, cut in bindery.

Book reported lost slip A mimeographed form the size of an application blank; pink in color, used to report lost books. Fig 9. Size 3" x 5". Paper, pink mimeographed laid, 22" x 24", 40 pounds to a ream; cost $2.70 per ream, cut in bindery.

Damaged book letter form A mimeographed letter sent if no response is made to the postal asking the borrower to call. It states that the amonnt of the damage will be charged against his card number. Fig 6. Size 5 1-2" x 8 1-2". Paper, Juno Cream Antique Laid, 17" x 22", 24 pounds to a ream, cost $2.52 per ream, cut in bindery.

"Damage noted" slips White mimeographed slip 1" x 8" placed in a book before it is sent to the bindery. It indicates that damage has been accounted for satisfactorily. Fig 5 Size 1" x 8". Paper, Junc Cream Antique Laid, 17" x 22", 24 pounds to a ream, cost $2.52 per ream, cut in bindery.

"Officially noted" stamp A rubber stamp 1 1-4" x 1-2" used in a circulating book slightly damaged. Cost 15c.

Postal asking borrower to call A printed postal asking a borrower to call, in order to trace damage to a book drawn on his carc number. Fig 4. Cost of printing, 1,000 for $1.00.

Reserve book letter form A mimeographed letter form notifying the borrower that the book he wished reserved is worn out and will not be replaced. Fig 13. Size 5 1-2" x 8 1-2" Paper Juno Cream Antique laid, 17" x 22". 24 pounds to a ream, cost $2.52 per ream, cut in bindery.

Reserve box A wooden box 6" x 8" x 4" in which postal notices for reserved books are kept until the book called for is ready for delivery. Cost 50c.

Reserve postals A printed postal which is sent to a borrower to notify him that the book he wished reserved is ready. Fig 12. Cost of printing, 1,000 for $1.00.

Reserve slips A pink slip the size of the book slip; for call number, author and title. It is attached to the book slip in the slip rack. Fig 11. Size 2" x 5". Card, Cheap Bristol board, 22" x 28", 120 pounds in a ream. Cost of printing, 5,000 for $5.00.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part I

The Lending Department

Section 4 Relations with the Public in the Lending Department
By Sara C. Van de Carr

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

NOTE OF EXPLANATION

This is Section 4 of Part I of the Library Economy series. The first three sections are Registration Desk, Charging System and Administration, all dealing with the Lending Department. There are many activities of the lending deparment of a public library which do not properly come within the field of the first three pamphlets, or of this one. It seems advisable, however, to include them in this pamphlet.

S. C. V. de C.

By the phrases "See Registration Desk," "See Charging System" "See Administration" "See Work With the Public" the reader is referred to the pamphlets with those titles. References are sometimes made to pamphlets that have not yet appeared.

To make the meaning of these references clearer the following list of the published and of some of the forthcoming pamphlets in this series is here given.

Tentative List of the Series

Part I The Lending Department

1 Registration Desk. Printed
2 The Charging System. Printed
3 Administration of Lending Department. Printed
4 Relations with Public in Lending Department. Printed

Part II Booklists and other Library Publications

Part III Branches and Delivery Stations

Part IV Advertising

Part V The School Department
1 School Department Room
2 Course of Study for Normal School Pupils on the Use of a Library. Printed 75 cents
3 Work with Schools: School Libraries
4 School Pictures, Educational and Decorative
5 The Picture Collection

Part VI Reference Work
1 Reference Work in General
2 General Periodicals, Current and Bound
3 Work with Study Clubs

Part VII Technical Department
1 Technical Department in General
2 Manufacturers' Catalogs
3 Technical, Scientific and Trade Journals

Part VIII The Children's Department
1 The Children's Room

Part IX Art Department
1 General Management and Exhibitions
2 Art Books, Photographs and Prints
3 The Library's Printing Press and its Uses

Part X Order Department

Part XI Catalog Department
1 Classification and the Shelf List
2 Cataloging and the Catalog

Part XII The Business Men's Branch
1 General Description
2 Maps, Atlases and their Management
3 Directories, General and Special

Part XIII Administration

The Lending Department: Relations With The Public

Books are arranged, subject to change as conditions demand, as shown in the floor-plan and index thereto. Admin. Fig 1. Seldom used books have been separated from the much used books on the stack floor and in the lending department and are shelved in the stack floor above the much-used books.

This separation of books is essential in a public library having open access, and is not difficult. Whenever a seldom-used book is borrowed, it is returned to the shelves with the much-used books, as no mark is used to distinguish between the two classes.

Signs

As signs are not ornamental, use as few as possible. The most important are the signs 10" x 12", at entrance to stacks and at ends of each section of shelving. Use the D. C. numbers and translate their meaning into words, showing what subject is to be found in each section.

Label all special collections of books.

Individual shelf labels unnecessary.

All signs used in the library are printed on the library's press. See the Library Printing Press and its Uses.

Information Work

While every assistant in the department is expected to be able to answer questions intelligently, it has been found convenient to put neatly printed signs in standing frames bearing the legend "Information Desk" on the desks of the chief of the department and of the assistants in charge of the reference work.

While a borrower may ask questions of the desk assistants, who are trained to answer questions, the signs show him that information on library matters is advertised to be given at certain specified places. This saves his time, and he is at once referred to the most skilled assistants.

Recommendations for improving the service are invited from both staff and public.

Assistants at the desk are expected to work along the lines of the following suggestions:

Let all who visit the library feel at home among the books. Greet pleasantly all who seem diffident or bewildered and offer to help them and to explain whatever they seem not to understand. Never be too busy or absorbed to look up with an air of interest, whenever a person enters the room or approaches you. Tempt the diffident to ask questions. Always invite a person to go with you to the books he asks for. The trip gives an opportunity to explain the arrangement of fiction, the use of the card catalog, the signs in the book-stacks and the location of all classes of books. A person is thus more intelligently served and learns to help himself.

Never direct a person to go anywhere, even into the reference department. Always show him. He appreciates it. Take all the trouble yourself. Make it easy for the visitor.

Before leaving a person, always ask him to come again to the information desk if he does not find what he wants. This shows that you are interested.

Learn to distinguish between the man who knows more than you do and who gets his own books, and merely wishes to know where they are, and the man whom the library appals and who may never come again if left to himself. Greet the latter pleasantly and offer to explain whatever he finds difficult, all without assuming the pedantic air.

Do not undertake to serve too many people at once. If several wish your assistance at the same time, turn over some of them to another assistant, taking care to state exactly what is wanted, that borrowers may not be obliged to repeat their question.

Card Catalog

Teach people the use of the index to the library's books. The

cards are arranged in alphabetical order by author, title and subject. See The Catalog. Guide cards placed at intervals among the cards facilitate their use.

If we can lead borrowers to use the catalog themselves, they become more independent, are pleased with their knowledge of how to find books, and leave assistants free for other things.

Concise but clear rules for using the catalog are in standing frames on top of the catalog case, Fig 1.

HOW TO USE THE CATALOG

The Cards in this Catalog are arranged Alphabetically. Use it like a dictionary.

Every book is entered here in three places: under its Author, under its Title, and under its Subject.

If you know the Author or Title of a book, look for either.

If you wish books on any particular Subject, look for that Subject.

When you have found the book you wish, copy its Number in full from the upper left corner of the catalog card. In Alphabetizing, the articles "a", "an", and "the", are disregarded.

When in doubt, ask at the desk.

Fig 1

Lists of Books

While many people like to use the card catalog, the average borrower prefers lists of books on special topics. To meet this perfectly natural and legitimate demand the lending department compiles lists on timely subjects and prints or mimeographs them and displays them on tables for free distribution.

For a full account of booklists, bulletins, publishers' lists and other forms of printed matter for advertising books, see Book Lists and other Library publications.

Collections of Books of Special Interest or Popularity

While the books in the library are so arranged and labeled that any person may find what he wants himself, and the student usually prefers to do this, there are many people without well defined ideas as to what they would like to read, who are glad to have suggestions offered to them indirectly. Even the desultory reader is apt to resent suggestions unless he asks for them. Indirect suggestions are made by placing certain kinds of books in groups in book cases in conspicuous places in the department.

(a) *New books.* The new book case contains the latest additions in all classes. New books have a small round Dennison gummed label, pasted at the top of the back. By this they are easily identified and returned to the new book case. This label is kept on them usually for two months. It is then removed and the books are put in their regular places on the shelves. A typewritten list furnished by the catalog department of all new books is put in a binder and kept near the case for consultation by the public.

(b) *Duplicate collection.* The idea of this collection originated with Mr. Crunden of the St. Louis public library. It puts the newest books into the hands of the people who wish them, without expense to the library. The books are always fresh and clean and when re-bound are put into especially attractive bindings. As many as sixty copies of one book have been bought. The collection averages about 800 volumes. When the popularity of a book in this collection wears off or it becomes a little shabby or soiled, it is given to the main library. The cost of ordering, cataloging and lending a D. C. book is estimated to equal the value of the book when it is transferred. See Catalog. The receipts in rental pay for the first cost of the books. The collection was started with money borrowed from the regular book fund, which was soon refunded. The collection is now wholly self-supporting and gives to the main library many volumes which it would otherwise not have and satisfies those who always want the latest fiction. It has been satisfactory to the library and popular with the public. Those who do not care to spend a cent a day on books can get copies of the same books from the main library proper more quickly than before this collection was established.

The duplicate collection, established August, 1902, had a balance of $1,441.95, January, 1908; its receipts having been $9,123.23, its expenditures, $7,681.28. The average monthly income from it is now $350.

(b) 1 *D. C. General rules.* The duplicate collection, commonly called the D. C., because every book in it is duplicated in the free collection, consists of books lent for one cent a day per book, payable on the return of the book. All accounts are kept entirely separate from those of the main library. "Duplicate Collection" is stamped at the top of the book pocket and slip of each book; on the front cover is pasted a fawn label. Fig. 2. Any card holder may borrow at one time on his library card as many of these books as he wishes. The books are lent for no specified time; but at the end of three weeks the library asks that they be returned and charged again if wanted longer. No D. C. books are given a borrower except on his own card. A borrower having unpaid charges for a D. C. book against his name, may not use the main library; nor may he borrow a D. C. book if there is a main library fine against him. The use of the collection by children is discouraged.

(b) 2 *D. C. Charge.* Before charging a D. C. book ask the borrower if he is presenting his own card. If he is, charge the book in the usual way. See Charg. System. If not, explain the rule to him, but on no condition allow him to take the book on another borrower's card without a written permit. In charging a book on a green non-resident card, make a cross in pencil after the charge on the card. See Charg. System.

Formerly D. C. books were not charged to the borrower's card; it became necessary to do this because of difficulty in securing the return of these books. Since charging them on the cards there has been no trouble of this sort.

(b) 3 *D. C. Discharge.* When a D. C. book is returned to the library, discharge it in the usual way. See Charg. System. Collect one cent for each day the book has been out, not counting the day on which the book was drawn; if a book is borrowed and returned on the same day the charge is one cent. Put the money received in the cash drawer in the special compartment reserved for D. C. money.

Enter the amount on the cash pad at the desk. See Charg. System. If the amount due is not paid, hold the borrower's card, fill out a pink fine slip with the borrower's name inverted, his card number, the name of the book, dates when drawn and returned, and the amount due; stamp it with your dater and file it at once before the borrower's application. See Charg. System, Fig 9.

(b) 4 *D. C. Branch or Station books.* If a borrower returns to the main library a D. C. book taken from a branch or station, or vice versa, charge the usual cent a day up to and including all days before the weekly collection and delivery is made. Although the library permits the return of a book at any agency no matter where it is borrowed, it is necessary, the Duplicate Collection being entirely distinct from the library collection and self-supporting, to charge for all the days during which the book is not in the library. Borrowers are always warned about this and suit their own convenience in the matter. When the charge for any branch or station D. C. book is paid, put a mimeographed "Paid" slip in the pocket before sending the book to the slip-rack. If the fee is not collected, date and put into the pocket a "Not Paid" mimeographed slip. See Charg. System.

(b) 5 *D. C. Overdue notices.* Three weeks after a D. C. book is lent send a postal, Fig 3, reminding the borrower that he still has the book in his possession; two weeks later send another postal, Fig 4, asking that the book be returned before another week, to be renewed if needed longer. At the end of the sixth week, send the library messenger to collect the book, the amount due, and 20c for messenger service.

Each morning when sending notices for overdue books send also notices for D. C. books as follows: (1) As in the case of overdue main library books, consult the statistics sheet for overdue notices. See Charg. System, Fig 14, to learn on which dates D. C. notices were last sent for, and make a memorandum of the dates for which you will send notices which will be three weeks, five weeks and six weeks prior to the present date. (2) Next take the D. C. slips for these dates from the slip rack, search for the books on the D. C. shelves, and puzzle shelf and in the file of "duplicate slips". (3) Then fill out the proper postals for the books that have been out for three weeks and for five weeks. Count the slips for each of these dates

and enter them on your memorandum and return the slips to their proper places in the slip rack. Address postals in the usual way. (4) For each slip or group of slips of books charged to one person, that have been out six weeks, make a messenger card, see Charg. System, Fig 18; compute and enter on this the amount due to date, at one cent a day, plus 20 cents for messenger fee. Count the messenger slips and enter the number on your memorandum; then file them in order in the file of "messenger sent in the present month" slips. Copy the D. C. postals statistics and dates from your memorandum and add to the statistics sheet; for each messenger case, make out a pink fine slip and file it before the borrower's application. Put messenger cards in messenger's book. After that treat messenger D. C. cases exactly as other cases of delinquents, with the difference that you charge no fines for the book; charge merely the usual cent a day until the book is returned, plus 20 cents if a messenger is sent for the book, and 15 cents for a registered letter. See Charg. System.

(c) *A Hundred of the Best Novels.* A long list of novels, few copies of many of them on the shelves, no copies of the more popular ones, and borrowers irritated at not finding books they wish, this is the common experience in libraries. To obviate some of this irritation the list of "A Thousand of the Best Novels" described elsewhere, was compiled, and a collection of books called "A Hundred of the Best Novels" was selected and placed in a special case clearly labeled. Printed lists of the "Thousand collection" are sold at 5c. each. Lists of the "Hundred collection" are always on the case for free distribution. At least three copies of every book on the latter list are always to be found in the case, which is looked over every day. During one year the library lent 200,000 novels of which 30,000 were on the list of "A Hundred of the Best Novels."

A good supply is always kept on hand of the titles on the Thousand best, which includes all of the more popular standard novels and about 300 titles of quite recent books.

(b) *Books for Business Men and Women.* In addition to the books which are recommended to the business schools of the city, books on salesmanship, window dressing, computing of costs, factory management and general business are placed in a special book case.

(e) *Books for Boys and Girls.* Every child who is fourteen years of age, or in the 7th A, or 8th grades of the public schools, or whom the chief of the children's room thinks ready to use the main library, is sent on his or her request to the chief of the lending department, with a note addressed to her. When the child's card is made out he is directed by the registration assistant to the information desk and the chief of the department or the best assistant available takes him about the department. Every assistant understands the importance of the child's first visit to the main library. The time of this change, from a familiar children's room to the unfamiliar larger department comes at a diffident age, 14, comes at the time when the law allows him to leave school and its requirements for reading and to go to work. Unless his first visit sends him away with a book he likes, a face he knows and a feeling of having been welcomed, the whole effect of the children's department to prepare him for the continuous use of the library in his after life is quite likely to fail.

As a help in this work, a selection of books for young people, about 200 titles is placed in a case near the information desk, labeled "Interesting Books for Young People". Lists, with short descriptive notes, of six of the books in this case are mimeographed from time to time under the headings "Books that most Boys like", "Books that most Girls like".

(f) *Temporary Collections.* These include carefully selected books on topics like House decoration, Gardening, Industrial Education, Italy, etc. Timely books are always specially displayed. Collections are changed twice a week.

(g) *Popular Non-fiction.* A collection of about four hundred miscellaneous books added to by all the members of the Staff. No marks on the books so that they are constantly changing.

(h) *Blind, Books for.* The public libraries of Philadelphia and New York lend books for the blind to residents of New Jersey. Catalogs of books for the blind in these libraries are hung near the library's collection. The books are sent for as requested, so that through the courtesy of these libraries many people are served. The U. S. mails carry these books free of charge when labeled "Reading matter for the Blind".

(i) *Music Collection.* A collection of music was added to the library with money raised by private subscription, through the efforts of a Newark music lover. The library has added to it from its own funds. The music was selected by a Committee of subscribers to the fund, and was bound at the expense of the library. It includes opears, oratorios, music for piano, organ and strings and a few songs.

Recommended Books

A library as large as Newark's usually buys the best of the current books; but there are, of course, many books which it does not buy unless there is a demand for them.

The Book You Wish the Library to Buy

PLEASE write on the other side of this slip the name and author of any book you would like to have the library buy, and add your own name and address, so that the library can notify you if it buys the book.

The book you wish may be in the library already; but in so great demand that it is never on the shelf. The library will buy a second copy if the call for it warrants the expense.

If you cannot find a certain book ask an attendant about it.

The Free Public Library,
Newark, New Jersey. J. C. DANA, Librarian.

Fig 5. Printed card for recommended books. Size 3 x 5.

To encourage borrowers to recommend books, not novels, which would ordinarily not be bought, use the printed cards Fig 5 kept at the Lending Desk. On the reverse side the borrower writes the authors and titles of the books he wishes, these recommendations are sent to the librarian once a month who decides whether or not the books shall be added. If books are added the persons who recommended them are given the first chance to read them. A postal, Fig 6 is sent notifying them that books asked for are purchased and will be held for them for twenty-four hours.

If the decision is adverse, the reasons are given, and the borrower is informed when he calls.

Vacation Books

A vacation plan for borrowing books goes into effect on July first each year. On this plan six books may be borrowed on any card whether belonging to a resident or non-resident; and may be kept until October first; 3310 volumes were lent in this way in 1909. People leaving town early may have books charged from the first of May. The request to have books charged on this plan must be made at the time the books are taken. Refer all vacation books to the

chief of the department or, in her absence, to the head of the desk force. No book that is in great demand, as for example a book recommended by a supervisor to all teachers studying for promotion, is allowed to go out; nor may one borrower have more than two books from a popular class, such as bird books or gardening. No seven day books are issued on this plan.

About the first of May post conspicuously in all departments of the library a large printed sign reading "Vacation Plan for Borrowing Books for the convenience of persons going out of town for the summer, books borrowed after July first may be kept until October first. If you want books on this vacation plan, make your request at the time the books are taken out". In charging vacation books, stamp "October first" with a rubber stamp directly under the charge on the reader's card, book pocket and book slip.

Occasionally by, special request, the time is extended beyond the first of October, but never beyond November first. If books are returnable at a special time, write the date due, in pencil, after the charge on reader's card, book pocket and book slip, instead of stamping them "October first".

As the book slips reach the fine postal date in the slip rack, sort them out and file them by call number, regardless of date, behind a guide board in the slip rack labeled "October first". Send the first fine notice for these books one week after they are due. While the vacation plan is in operation, devote a compartment of the slip tray for the day's circulation to "October first" books and label it to that effect. In counting the days circulation, enter the total number of these books lent on a special sheet in the statistics book; after that sort in the slips and count them with the classes to which they belong. Each book is counted only once but as a matter of interest keep a separate account of the number of books lent on this plan.

To avoid confusion, devote one end of the desk to the charging of vacation books. Have here a printed and framed sign about 8" x 12", reading "Vacation books charged here".

If a borrower received a fine notice for a book and writes that he supposed the book was lent on the vacation plan and was not due until October first, it is customary to give him the benefit of the doubt, if

the book is one that might have been lent on that plan. Stamp the slip "October first". Write the borrower that the time has been extended and ask him to explain, on the return of the book, that this was done by mail. When a book is returned with this explanation, slip it at once; if the slip is found not to have been marked "October first", charge the usual fine.

People taking vacations at other times of the year than in the summer, may have six books charged for not longer than six weeks. Write in pencil below the charge on borrower's card, book pocket and book slip the date due. If an extension of time is to be granted after a book has been taken from the library, and this is almost never done and only by permission of the chief of the department, write on the book slip the date when the book is to be returned; file the slip back in place; instruct the borrower to explain when he returns the book that he was given special permission to keep it longer than the usual time; otherwise he would be charged a fine by the receiving clerk. Always slip at once a book returned with such an explanation, to verify the borrower's contention.

Inter-Library Loan System

The library has frequent requests for books from persons living outside the city limits. These requests it grants, in many cases, by its system of inter-library loans. It does not lend books to individuals who are not residents of Newark, unless they pay $3.00 a year for a library card; it does lend occasionally to the libraries of other cities and towns such books as are not in frequent demand by its own borrowers. In 1909, 950 volumes were lent in this way to 30 of the smaller libraries of the state.

The non-resident who wishes to borrow books from the Newark library goes to the library of his own town and is given an inter-library loan blank, Fig 7, signed by librarian, upon which he notes the books wanted and the name or number of the borrower. He takes this blank to the Newark Library and gets the book or books he wishes; or sends it to Newark and pays for the transportation of the books, and for their return. The Newark Library holds the borrowing library responsible, not the individual for whom the books are borrowed. If

(*Text continued on p. 18*)

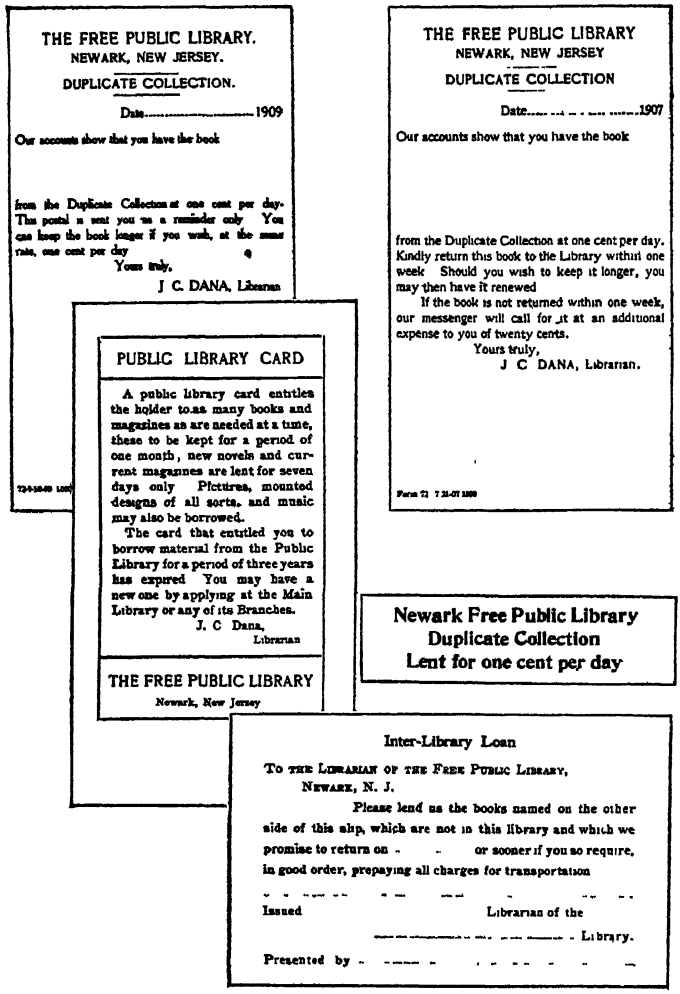


Fig 3. Printed duplicate collection fine postal, first notice. Fig 4. Printed duplicat collection fine postal, second notice. Fig 2. Printed duplicate collectio label, 3 1-2 x 1. Fawn. Fig 7. Printed card, Inter-Library loan blank Size, 3 x 5. Fig 8. Printed postal notifying borrower that his application has expired.

The Free Public Library, Newark, New Jersey

The Library has recently added the above book to its shelves. If you would like to read it, telephone us (320 Branch Brook), or send us a postal, and we will let you know when you can have it. We can deliver it at your office or house for 10c, or you can call or send for it. The library has other books on the same subject, which may be had on application.

Yours truly,
J C Dana, Librarian.

No

The Free Public Library, Newark, New Jersey

_____ 190

The book _____

recommended by you for purchase is now in the library and will be retained for you until 9·00 p. m.
_____ .190

Respectfully yours,
John Cotton Dana,
Librarian

Bring this card with you

Subject

Name

Address

The Library will be glad to notify you when books are added which treat of the subjects in which you are interested Please fill in the above for our file.

To Music Students, Teachers and Societies

The library has a good collection of songs, operas, masses, trios, quartets, quintets, arrangements for violin, organ and other instruments, one and two pianos, four and eight hands.

The books about music include encyclopedias and dictionaries of music, essays on musical subjects, biographies of musicians, musical history voice training, the use and history of musical instruments, stories of the opera, and many musical novels.

Any cardholder may borrow music and books on music.

J C Dana, Librarian.

The Free Public Library of Newark, N J.

Fig 9. Printed postal notifying borrowers of the addition of new books.

Fig 6. Printed postal notifying borrower of receipt of recommended book.

Fig 12. Mimeographed card asking for recommendations of books by subjects. Size 3 x 5. Canary.

Fig 11. Printed card describing music collection. Size 3 x 5; canary.

(*Continued from p. 15*)

the applicant wishes to select other books than those indicated on the blank, this should be noted. The blanks are furnished on request by the Newark library.

Refer any books to be lent as an inter-library loan to the chief of the department, or in her absence, to the head of the desk force. With her permission, charge the book, writing the name of the borrowing library instead of a borrower's number on the book-pocket and slip. Stamp with your dater the inter-library loan slip directly under "Issued", Fig 7; and write on the reverse the numbers of the books borrowed. File the slip chronologically at the back of all others, in the package of these forms kept in a drawer of the registration file. When the book is returned, from the date on the pocket find the inter-library loan form, and transfer it to the package labeled "Returned".

At the end of the year, compile statistics of the number of books lent and the libraries borrowing them from the forms on file, and include in the annual report of the department; after that, destroy the slips for all books returned.

A statement embodying the above rules concerning inter-library loans has been mimeographed, to be given to libraries and individuals who inquire about the system.

Book Annotations

To give borrowers some idea of what books are like before they take them out, reviews are clipped from Cumulative book review digest and other sources and pasted on the inside of the back covers of the books reviewed.

Of an unusually good note carbon copies are made and put into every copy of the book to which it refers.

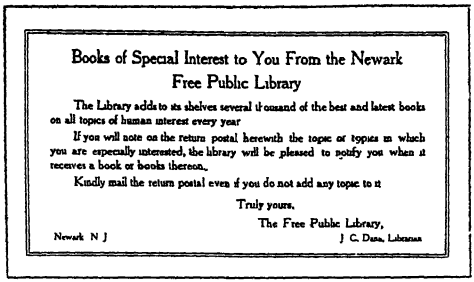
Publicity

As pamphlets devoted to "Making a Library Known" and "Booklists and other Library Publications" are to be issued in this series, a few points only in these fields are referred to here.

(a) *Borrower's expired cards.* The use of a borrower's card expires in three years and it often happens that he does not register again. To remind some of these lapsed card holders that the library is still ready to serve them, printed postal cards Fig 8, are sent to a list of persons arbi-

trarily selected from the expired applications. Make sure that the names of the persons to whom postals are sent are in the last city directory; stamp "Postal Notice sent" across face of old application and return to the file. Do this once a year in January.

(b) *Advertising new books.* To reach certain individuals of whose special interests the library happens to have knowledge, a printed postal, Fig 9, is sent notifying them of books recently added which are of special interest in their particular profession, trade or vocation.



Books of Special Interest to You From the Newark Free Public Library

The Library adds to its shelves several thousand of the best and latest books on all topics of human interest every year

If you will note on the return postal herewith the topic or topics in which you are especially interested, the library will be pleased to notify you when it receives a book or books thereon.

Kindly mail the return postal even if you do not add any topic to it

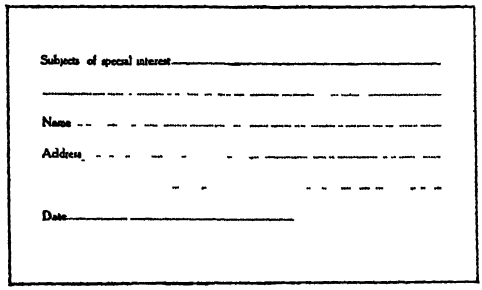
Truly yours,

The Free Public Library,

J. C. Dana, Librarian

Newark N J

Fig 10. Printed return postal asking for specific subjects in which borrowers may be interested.



Subjects of special interest

Name

Address

Date

Fig 10a.

To discover the special interest of individuals print a return postal Figs 10 and 10a, and send to a selected list of people whether borrowers or not. These return postals are kept on file. Whenever new books are received see that the person asking for a specific subject is notified of the new book added to the library.

(c) *Lists of special books.* From the names in a business directory as well as from the file of postals send printed or mimeographed lists of books to special classes of people, for instance: to clergymen a list of books on ethics, philosophy and religion; to lawyers a list of books on sociological subjects; to musicians a special card Fig 11, calling attention to the operas scores, oratorios and symphonies in the library's collection of music.

(d) *Newspapers.* Send regularly a weekly news item to each of the daily papers, about some feature of the lending department; new books added, special collections, most popular books of the month, etc., as occasion arises write longer articles on timely subjects to be found in library books, or describe improvements in the service. Newspapers are willing to print library news.

Telephone, Use of.

Encourage the use of the telephone inquiries about books or to reserve books, by means of mimeographed slips put into books, by signs, and and through the newspapers.

Use telephone number on all printed forms and letter heads.

ALPHABETICAL LIST OF SPECIAL EQUIPMENT REQUIRED

Rules for Using Catalog A printed card 7 3-8" x 10 7-8" in a standing frame, 12 1-2 x 9 1-4.

Duplicate Collection label A printed slip pasted on every book of the collection states the fee per day. Fig 2. Size 3 1-2" x 1". Cover paper, 20 x 25, 32 pounds to a ream; color, faun; 6 1-2 cents per pound. Made by a local printer in lots of 5,000 for $3.00.

Duplicate Collection fine postal 1st notice. A printed postal notifying a borrower that a D. C. book is charged to his card. Sent after three weeks. Fig 3. Cost for printing 1,000, $1.00

Duplicate Collection fine postal 2nd notice. A printed postal asking for the return of a D. C. book within one week. Fig 4. Cost of printing 1,000, $1,00.

Inter-Library loan card A printed card asking for the loan of certain books by other libraries. Signature of the Librarian, name of the Library and of the persons presenting the card and date required. Fig 7. Size 3" x 5", 22 1-2 x 28 1-2 white bristol, 120 pounds to a ream; cost $2.88 per 100 sheets. Cost, 500 for $2.00.

Music announcement card A printed card sent to the borrowers and others describing briefly the music collection. Fig 11. Size 3" x 5 1-2". Paper, Sylvia Ledger, 17" x 21", 28 pounds to a ream. 500 for $2.00,

Recent books postal A printed postal notifying borrowers of the addition of new books which will be reserved or delivered if desired. Fig 9. Cost, 1,000 for 100.

Recommendation cards A printed card stating that requests for books desired as additions to the library may be written on the reverse. Fig 5. Size 3" x 5". Card same as Inter-Library loan. Cost, 3,000 for $6.00.

Recommendation for books by subject cards A mimeographed card , asking for recommendations of books by subject. Fig 12. Size 3" x 5". Standard Library Bureau catalog card, no. 33110 canary. Cost, 1,000 for $1.50.

Recommendation postal A printed postal announcing the purchase of the book recommended and its reservation for two days. Fig 6. Cost, 1,000 for $ 1.00.

Reply postal A printed postal stating briefly the resources of the library and inviting a statement on the reply form of subjects of special interest. Figs 10 & 10a. Cost, 500 for $ 3.00.

Renewed application postal A printed postal announcing to a borrower the date of expiration of his application and inviting him to renew it. Fig. 8. Cost, 1,000 for $1.00.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part II

Booklists and Other Publications

By John C. Dana

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

Book Lists and Other Publications

Between 1889, the date of opening, and 1900 the library published a complete catalog, with two supplements, and catalog of its fiction and history and trvavel. In the last ten years no full list of its books in any department has appeared in print. It is now generally agreed that such lists, like complete printed catalogs, are not of sufficient value to warrant the expense of compilation and printing.

From 1889 to 1908 a list of additions, called The Library News was published monthly. It included each month all titles added in the previous month. Careful observation seemed to show that this publication did not, in Newark, supply any definite demand. It was very little used. From 1907 to 1908 it was issued at irregular intervals. Then for a time it was published with a change in the arrangement of its contents; each number containing the more interesting of the titles recently added within one or more definite fields; one number containing, for example, only novels, another only books of travel, another books on art, and so on.

Meanwhile, a demand was making itself each year more and more strongly felt for lists of the best books, new and old, on specific topics. There was a call, for example, for a brief list of the best books on the general topic of electricity; there were quite as insistent calls for brief lists of the best books on the dynamo, the electric lamp, electric wiring and a dozen other special electric subjects. These lists were furnished as demands arose, were freely distributed and seemed to give satisfaction. Those numbers of The Library News which were published after the custom of issuing brief special lists was well under way, did not meet with much success. Readers and borrowers took them if they were invited to do so and they were used to a slight extent: but no keen demand for them could be discovered. This seemed to

justify the discontinuance of a regular monthly list of additions and the pursuance of the policy of the brief special list.

Before going on to describe some of the kinds of lists the library has issued in recent years, two or three of the longer lists and certain points of administration should be mentioned, as they and the book-buying policy which led up to them, throw light on the fact, which some libraries find difficult to understand, that the Newark library's clientele does not seem to feel the lack of either full printed catalogs or of monthly lists of all additions.

The shelves are open to the public in the main library and all its branches, except those holding rare and seldom used books. At the main library, and to some extent at the branches, the latest acquisitions, including novels, are kept for several months in a case by themselves, open to the public. All the late fiction which the library buys is to be found also in a duplicate collection already described. See Relations with the Public. Also there is a separate collection of A Hundred of the Best Novels.

All the titles of fiction which the library attempts to keep in stock, outside of the additions of the last two years and those found in the reference set of Complete Editions, see Reference Work, and those classified in literature, are included in the list of A Thousand of the Best Novels which is issued in convenient form, revised every two years and sold for five cents. We find that about 80 per cent of all the books borrowed are taken from shelves that contain (1) the Fiction, 1,000 titles, (2) the Duplicate Collection, recent fiction, (3) the latest additions. Of the remaining 20 per cent of inquirers, many are supplied by one of the many Special Collections, see Relations with the Public, or by one of the many brief special lists to be described below. Of the remaining small number few would care to make use of a full printed list of additions; most of them wish either to go to the complete card catalogue and then to the shelves themselves, or to have the advice of a library assistant.

From the point of view of the public, then, the complete printed catalog and the monthly list of additions seem not essential.

The brief and special list method of acquainting the public with the library's resources, together with the special collection custom, has certain

advantages for the staff, and so in turn for the public, over the monthly publication method. The monthly News was compiled by the catalog department, and its compilation and proof reading gave that department no new knowledge of the library's books and no fresh insight into the literature of special departments. On the other hand, the brief special lists now used are compiled and special collections are made by the staff of the lending and reference departments. This work compels assistants to familiarize themselves with the best books in many lines, and leads them to a careful study of the library's new and old books on scores of topics, and usually on the topics uppermost in the public mind. Their work is thus made more interesting to themselves and they inevitably thus become better equipped to serve the public.

A Thousand of the Best Novels

This is published in a pamphlet 5 x 7 1-2 inches in size, and of 38 pages, including about six pages of introduction. The type page is 3 1-2 x 6 inches.

It is sold in quantities to booksellers and libraries at the rate of $3.50 per hundred copies, or $33.50 per 1,000, with a slight additional charge for a special imprint on cover, or title page, or both. Since it was published in its first form in December 1904, it has been twice revised, and in its three revisions 25,570 copies of it have been sold to 25 different libraries. The Newark Library has sold a total of 7,747 copies to its own patrons at five cents per copy. We think it one of the most useful of all the lists we have ever published. The reasons for compiling it and the method of its compilation are as follows:

We wished to reduce the number of titles in our list of fiction. When we added to and retained in our card catalog titles of all novels bought from year to year, the total soon became very large. We purchased, as do most public libraries, many new novels, most of which soon lost their popularity and were rarely called for. When all were permanently entered in the catalog as they were purchased, all were occasionally asked for, even those of slight value which soon lost their vogue, and it seemed necessary to purchase new copies of all of them when the old ones wore out. To purchase new copies of poor novels which were very rarely called for was not good economy. We devised

a plan whereby only the better and more enduring novels would find permanent place on the shelves and their cards permanent place in the catalog. Under this plan every new novel added to the library is returned to the catalog department twelve months after it is put into circulation. It is then passed upon and either so marked that it will be discarded and never replaced when worn out, or entered permanently and added in the next edition of the list of A Thousand of the Best Novels. For a full description of this plan see The Catalog Department.

This thousand title list was made as follows;

We compiled from many authorities a list of about 700 of the best novels, including short stories, and not including certain novels that have standing in the world of literature but are very little read. We tried to make a list of 700 of those works of fiction which most critics approve of, and most people of average intelligence find interesting. To this list of about 700 we added about 300 titles of the best novels published within the preceding ten years. Novels not in this list are not included in our permanent card catalog unless they are there retained for certain special reasons, literary, historical or other. This list is revised every two years.

Borrowers usually either go to the shelves and select the novels they wish to read, or select them from this list. That is to say, while we have on the shelves many novels whose titles are not found in this list, all the titles that are not found in it, save those that are kept for special reasons, as stated above, are of books which the library does not purpose to repurchase when the present copies are worn out. They are on the shelves simply because they were purchased when they were new and popular, and have not yet become so worn or soiled that they have been rejected, although they have proved to be not quite good enough to be included in the last revision of the list.

The plan has worked admirably. It has saved a great deal of expense in cataloging and has given great satisfaction to borrowers. We try to keep always on the shelves a good supply of all the titles included in this list.

List of a Hundred of the Best Novels.

A careful inquiry made ten years ago disclosed the fact that many large libraries do not keep on their shelves a supply of standard novels

in good condition. They are constantly tempted to spend so much money for recent popular novels in great demand that they cannot buy enough copies of the best novels to have clean ones of all of them always on the shelf. They forget that back of the insistent but rapidly shifting demand for recent novels of slight consequence, there is always a steady demand for the standards.

That we might have always in stock a good supply of these great novels which nearly all cultivated persons read, we compiled a list of a hundred novels, most of which critics place in the front rank. This list we printed in convenient form for free distribution. The stock is light cardboard, 4 x 5, folded once, making it 2 x 5, the size of a book slip.

In a case convenient to the lending desk we keep always a supply in good condition of every title on this list. From this case, are borrowed about 8 per cent of all the novels taken from the lending department. Copies of most of the novels on the list are kept at branches and delivery stations, and the lists are distributed from these agencies also.

Lists of 12 Books

These have been made on many topics in recent years. They are printed on slips 2 x 5, the size of a book slip. They are kept in trays near the lending desk, are hung in bunches near the books to which they refer, are tipped in the backs of the books they mention and are exposed on tables in the lending department.

They are compiled in the lending, reference and technical departments to meet the needs as the needs arrive. They are printed in groups of from 16 to 100 different kinds at a time. The printer makes up a form containing from 8 to 32 of them and cuts them apart after printing a thousand copies. A group of 64 different lists of this kind, a 1000 copies of each on good white paper, costs about $65. For this sum the library has 64,000 lists embracing a total of 806 different titles, divided among subjects of current interest.

A few of these brief lists include 24 titles and are 4 x 5 in size.

Mimeographed Lists

These supplement the 12 book lists; like them they are compiled in the lending, reference and technical departments. They often meet special demands more closely even than the printed 12 book lists, as one of them can be compiled, typed, revised, mimeographed and

distributed a few hours after the special demand for it arises. They are used in the same way as are short printed lists, and usually include about 12 titles.

Bulletins.

This is the title given to lists which are mimeographed on sheets 8 1-2 x 11 and distributed by mail or otherwise to individuals to whom they might especially appeal, and sometimes to business houses and manufacturers.

For several years bulletins with the following titles were issued monthly during the winter months.

Fine Arts	School, general
Applied Arts	School, educational
Business	Board of Trade

Ethics, Religion and Sociology

They include a few of the more important recent books and references to a few magazine articles; the books and articles usually having to do with one subject only.

The Board of Trade bulletin was for a time issued weekly and sent each week to a hundred of the 1200 members of the Board of Trade.

The Ethics Bulletin was sent to a selected list of ministers in the city, the School Bulletins to principals, vice principals and teachers, the Business Bulletin to certain business firms, the Fine Arts Bulletin to teachers of art in drawing and art schools, the Applied Arts Bulletin to manufacturers.

It is impossible to say anything definite about the effectiveness of these bulletins. They were discontinued for a time. A letter was sent to many of the persons to whom they had been mailed asking if they wished to continue to receive them. Many affirmative replies were received. They will be issued again when a favorable opportunity arises. That is, when the staff has time to compile, mimeograph and mail them.

Blue Lists.

These were published about four years ago as an experiment. Their success was not such as to warrant their continuance; though they could not be cited as failures.

They were of four pages, on very good paper, handsomely printed,

and distributed without charge. Each one contained a brief list of the best books we could select, about 12 titles, on some important subject then uppermost in the public mind. Each title was briefly and carefully annotated. The list of books was followed by a short list of recent magazine articles on the same subject as the list. The first page was of the nature of a title page; the fourth contained information about the library. We never issued any lists to which we gave more care and thought. Many were mailed to individuals.

The subjects of them were: Railway Rate Regulation, Industrial Education, Immigration, Germany, Municipal Art, Smoke Abatement and Social Settlements and Welfare Work.

New Jersey State Publications

The State of New Jersey publishes a large number of reports of many kinds every year. Many of those issued in the past 40 or 50 years are of great interest and value and contain information difficult to obtain elsewhere.

Of these state publications we selected and entered in the list named above, alphabetically by subjects, those that seem to be most serviceable in a New Jersey library.

The list is identical in size and style with most of the library's pamphlet publications, about 5 x 7, 16 pages.

A prefatory note gives a brief general account of New Jersey documents. The documents named are under headings which suggest the main features of their contents, such as Birds, Education, Farming, Forestry, Geography, History and Insects. We may believe that in time an intelligent and active use will be made of documents such as those here listed, by the schools especially, but also by citizens generally. At present it is difficult for the average library to arouse interest in them, perhaps in part because of the prevalence of the idea that a library is purely an academic place, of use almost solely to the "reader", meaning thereby one who reads "literary" books. Certainly the fact is not yet widely accepted in American communities that a library is a place to which every one may go for practical every-day information.

Exhibition Lists

For many of the exhibitions held in the library lists have been compiled. These are often accompanied by an account of the exhibition

itself or of the things shown it. All these lists have been printed in substantially the same form, 4 1-2 x 7. Among the subjects they have covered are these: Printing, 1904, and again in 1907; Book Binding, 1905; Japanese Prints, 1905; Geography, 1906; Forestry, 1907.

Books for Boys and Girls.

This includes 1656 titles. Of these 213 are for adults in the fields of American and English belles-lettres: 111 are on science, trade and technology; the remaining 1332 are books for boys and girls, properly so-called, in fiction, biography, travel, etc.

The list is printed in the same form as is the List of A Thousand of the Best Novels, but publisher and price are not given.

It is short because a few good books, many times duplicated, make a better educational tool than a long list which includes indifferent material.

It omits books for the very young, for those below the third grade. In our constituency, with our present means, we cannot afford to supply the demands of primary children and older ones also, and we apply our efforts and resources to the older ones.

It includes a good many books on the sciences and trades; this is partly because they are called for and partly because we think it well for the children to see them on the shelves.

It includes a selection of standard works in English and American literature. In any library for young people, some standard literature may be found scattered in readers and collections. We thought it wise to put on the shelves, where young visitors daily see them, single volume editions of the best English poets, essayists, letter writers, dramatists, novelists and historians.

This list is also sold for five cents; but copies are often given to teachers and in some cases to children. It does not include all the titles to be found on the shelves of the children's room because, as new books are published, they are examined by a committee of teachers and the library, and a few of them are purchased and tested by actual use. When revisions of this list are compiled, all these additions are carefully considered and those that have proved their worth are admitted to the revised list. At the same time, such titles are dropped as experience has shown are not worth keeping.

A Hundred of the Best Story Books for Children

This is an author and title list fully described by its heading given above. It was first mimeographed on a sheet 8 1-2 x 11, and then printed, for free distribution, in the same form as the list of a hundred novels. It has been very popular. It has also been printed as a poster 20 x 38 in size, in large type. In this form it hangs in the children's room.

A hundred of the Best Books other than Stories for Children between the Ages of Six and Fourteen years

This is explained by its title, given above. It is mimeographed on two sheets, 8 1-2 x 11. It includes publisher and list price of each title.

Short Lists for Children

Short lists for children like those for adults are often printed or mimeographed.

A list of those which have been published follows:

Aeronautics
American Industries
All children should meet and learn to know these people
American history in the lives of famous men
Animal heroes
Animal stories and natural history
Arctic regions
Bible stories, myths and legends
Birthdays of some famous men and women
Books by undistinguished authors
Books for boys
Books for girls
Books for older boys
Books for older girls
Books recommended for Sunday School prizes
Books useful for reference
Civics, how to become good citizens
Civil war heroes
Colonial heroes
Electricity
Every day heroes
Good books for boys
Good stories to tell boys
Great round world, geography, nature and science
Greece
Greek gods and heroes
Habit of reading
Heroes of exploration
Heroes of knighthood
Heroes of our war with Spain
Interesting books for both boys and girls
Indian heroes
Julius Caesar the victorious

Lives of famous men and women
Morals, manners and civics
Mozart the composer
Music and fine arts
New Jersey in the Revolution
Norse gods and heroes
Pleasant books for summer days
Animal stories
Pleasant books for summer days
Children of other lands
Pleasant books for summer days
Games and how to do things
Pleasant books for summer days
Jersey old and Jersey new
Pleasant books for summer days
Just stories
Pleasant books for summer days
Making things
Pleasant books for summer days
On the prairie
Pleasant books for summer days
Our own country
Pleasant books for summer days
True stories of great men
Pleasant books for summer days
Wonder stories
Pioneer heroes
Poetry
Reading for pleasure and profit
Revolutionary heroes
Short stories
Soldier heroes
Sports, pastimes, and physical culture
Stories of out-of-door life
Suggestions for holiday reading
Out-of-door books
Suggestions for holiday reading
Poetry
Suggestions for holiday reading
Some good stories
Suggestions for holiday reading
Tales of travelers and heroes
Trades and occupations
Trees and birds
Twenty-five interesting and wholesome stories
United States history
Useful arts for young people
Useful reference books for a children's study room
Wireless telegraphy

Books for School-room Libraries

This list was compiled in 1909. Its size is 7 x 11. Its 26 pages are thus arranged:

Cover sheet, four pages. On this are notes saying that the list follows the course of study in the schools, and includes all the titles in the school department of the library, from which school-room libraries are made up; that all the supplementary readers are furnished by the Board of Education are included and are distinguished by stars; that any teacher in grades 3 to 8 can obtain a school-room library on

request so long as the supply lasts; with other information about the library and its resources.

Inside pages 1 and 2 contain the list for Grade 3.

Pages 3 to 6 contain the list for Grade 4; and so on to Grade 8. The list is not bound and the cover sheet with its instructions and the pages for any grade are given to a teacher in that grade, thus saving expense in paper and printing, and, what is more important, supplying the teacher with the list she needs and that only. Any teacher who wishes the lists for several grades or for all, is furnished with them.

This list differs from others in the same field in that it arranges its titles not only under grades but also under half grades, and gives the titles which exactly fit the course of study as laid down for each half-grade. It is quite an exact guide for the teacher to the books available which can help her or her pupils in the subjects pursued, and in those parts of the subjects pursued, in her special half-year.

The headings under which books are grouped for the first half of Grade 6 are:

Civics
  The community or social group
Geography
  North America
History
  General
  American
  Ancient German
  Mediaeval
Physiology
Reading and Literature

This list is furnished freely to teachers, especially when they are selecting books for school room libraries at the beginning of the school year.

The Newark of Former Days and the Newark of Today

By 1907 interest in the study of our city in the schools had become quite noteworthy. See under the heading A Short History of Newark. The library had gathered material from many sources on many Newark topics and had arranged three modest but very attractive and

suggestive exhibitions illustrating Newark History. Calls from teachers and pupils for information grew in number. We compiled a pamphlet with the title given above and with the sub-title, Helps to the Study of this Subject in Newark Schools. It was in the library's usual pamphlet size and style, 4 1-2 x 7. Its 16 pages told of the Newark notes to be found at that time in the Newark school curriculum, described the pictures, clippings and pamphlets on Newark in the library and gave a list of historic spots in Newark and of the important events in its history.

This was given to pupils and teachers.

Newark, its Past, its Present and its Future.

The library compiled in 1910, and the Board of Education published a pamphlet under the above title to help teachers in carrying out that part of the course of study in the schools which has to do with public hygiene, civics, and especially, the history and institutions of Newark. This pamphlet is a successor to the pamphlet just described, The Newark of Former Days and The Newark of Today. It is 5 x 7 1-2 inches, 48 pages. It opens with an explanatory note. This is followed by a list of all the 170 subjects alluded to in those parts of the course of study in the schools above mentioned. Under all the main or more general subjects are references to books, mimeographed sheets, pamphlets, newspaper and magazine clippings and pictures in the Newark Department of the Public Library. All sub-topics have references to the main topics under which references to books, etc., are given. This annotated list is followed by all those parts of the course of study which have to do with Newark history, Newark institutions, civics, public hygiene and allied topics, arranged by half grades beginning with 3 B. It is given to teachers.

Graduation Exercises.

So many children ask for help in writing valedictories, salutatories and other parts for graduation days that we compiled typical — not model — speeches of the kinds most called for and gave them to inquirers.

Trees and Birds

This is a list for Arbor Day and Bird Day, compiled and published in 1910, at the request of the superintendent of schools. It seems that

the study of trees and birds, which should be encouraged in the spring by the approach of the days devoted especially to these topics, is quite commonly confined to very brief exercises, or to the reading of a few trifling poems, or to one brief talk by the teacher. The school authorities have thought that much more could be gained from the influence of these two days if the work concerning trees and birds were extended over several weeks, a few moments at a time, and were turned more to the practical side and less to the literary and artistic side. With this change in the work associated with Arbor Day and Bird Day in mind, the library compiled the list named above. It is 5 by 7 1-2 in size, of 14 pages. A brief introduction tells the purpose of the list, which is chiefly to draw the attention of teachers to material in the library which they can either borrow for school room use, or consult at the library themselves, or send their pupils to consult. This introduction is made more effective by a special letter concerning the library's material on trees and birds, sent out a few weeks before Arbor Day from the office of the superintendent to all teachers. The list, divided into two main parts devoted respectively to birds and trees, is classified in each part under such topics as Nature, History and Utility of Birds, the Song of Birds, Stories of Birds, etc. It is a list of topics, not of books.

Reading for Pleasure and Profit

For many years the Newark High School has asked its pupils to read each half-year a certain number of books, or parts of books, from a prescribed list of about 200 titles. In 1909 the library published this list in 16 page pamphlet, 5 1-2 x 8, and supplies the students with it. It has met with hearty approval from high schools in other cities and many copies have been asked for.

American Industries

This was compiled for teachers and pupils. In leaf and type page it is almost the same size as the list of Books for Boys and Girls. Its eight pages contain classified references to subjects which are included in the course of study, chiefly under geography. The references are to specific pages in the books named. The first heading is, Conditions relating to Industries. The next, The Soil and its Products, with sub-heads like Wheat, Indian Corn, Cane Sugar and Cotton. The next heading is Mines, Rock and Soil products, with sub-heads like Coal,

Iron, Copper and Gas. The other headings are, Travel by Land and Water, Manufactures, Paper and Printing, Other Industries and Other Interesting Books on Industries. The eighth page gives information about the library.

The Habit of Reading

This is a four page list on paper, 5 1-2 x 7. The first page has the heading above followed by a quotation from Charles W. Eliot, addressed rather to parents and teachers than to children. Pages two and three contain the titles and authors of 48 interesting books for older boys and girls, each title being followed, first, by a few words of explanation, and then by the author's name, thus:

The story of a bad boy, who liked fun and made friends. Aldrich
Boots and saddles, tenting on the western prairies. Custer
Two years before the mast, or life on the sea 100 years ago. Dana
Soldier Rigdale, and some other boys in colonial days. Dix
The story of the soldier, his pleasures and his hardships. Forsyth
The book of the ocean; the wonders of the wide, wide sea. Ingersoll
Gulliver's travels in the land of pygmies and giants. Swift

All Children Should Meet and Learn to Know These People

This is in form and style like the list of a hundred of the best novels. No charge is made for it. It names in alphabetical order 82 of the best known characters in history, legend and mythology, omitting Bible characters, with a word or two of description of each. Its purpose is to draw the attention of children to some of the characters with whom every intelligent person is supposed to have some acquaintance, and it serves its purpose very well. Many calls are made for books telling of the persons the list names. Its character can best be shown by quoting a few of its entries:

Aeneas the Wanderer
Aesop the Fabulist
Aladdin of the Lamp
Alexander the Great
Alfred the Founder
Apollo the Charioteer
Bruce the Undismayed
Cadmus the Alphabet Maker
Crusoe the Solitary
Drake the Sea King
Fremont the Pathfinder
Penelope the Faithful
Ulysses the Rover
Wellington of Waterloo

Exhibition Catalogs and Notices

Between November, 1902, and April, 1910, there were held in the library 68 exhibits with a total attendance of 20,000. For many of these the library prepared and published catalogs, circulars or posters. For notes on the posters see The Library's Printing Press. The catalogs and circulars have often called for much labor in compilation, especially those of the paintings, even if no book lists were added to them.

Among the subjects they have dealt with are these: Oil Paintings, Water Colors, Bookplates, Posters, Prints, Printing, Book-binding, Geography, Forestry, Newark History and Albrecht Durer.

A Short History of Newark

Few cities make the study of local history, people, occupations, government, institutions, parks, streets, water-supply, health, education, geography, geology, climate, fauna, flora, betterments and adornments subjects of careful study in their public schools. In Newark six years ago there was no reference in the school curriculum to the city in which the pupils lived. No brief story of the city's growth, suited to the capacities and tastes of children of 6 to 14 was in existence. At that time I do not think that of any city in the country was there a history suitable for young people.

The Short History of Newark came into existence, as will be seen from the following extract from the preface to the third of the little pamphlets which composed it, published in 1906, because the library wished for information about our city which children could and would read, and found none.

' "The Library published in May, 1904, a little book called 'Newark, the Story of its Early Days', written by Frank J. Urquhart. As its preface said, it was 'a brief, interesting story of the founding of Newark and its early years'. The library asked Mr. Urquhart to write it because there was a constant demand for such a book. In December, 1905, the library published a second book of Newark history, also written by Mr. Urquhart, called 'Newark, the Story of its Awakening, 1790–1840'. In this, the third book, 'Newark, the Story of its Prosperity, 1840–1906', Mr. Urquhart completes the series and rounds out Newark's history. The demand for a brief story of our city's

growth still continues. Many adults have bought and read the first two books in this series, and praised them highly."

These three little pamphlets were issued by the library, given to a good many principals and teachers, and occasionally to children, lent from the children's room, and sold at five cents each.

Today those parts of the course of study in the schools which have to do directly and indirectly with our city cover 30 pages in the pamphlet called Newark, its Past, its Present, and its Future. See under that heading. Two years ago the Board of Education adopted as one of its text books the three library pamphlets, after the author had revised them and published them, in a bound volume of 160 pages, under the title, A Short History of Newark.

Newark Sheets

These are identical in style with mimeographed extracts from the city ordinances, see under that heading, and are descriptive of Newark institutions. These have been prepared with special reference to the study of Newark in the schools and are lent to teachers and pupils. They are perhaps used more commonly as aids to composition writing than for any other purpose. The Board of Education will probably soon reprint these compilations in convenient leaflet form and distribute them to teachers as they may be needed for use in the study of Newark. They include such items as the following: Free Public Library:— Streets of Newark:—Hospitals of Newark:—Public Health:— Morris Canal:—

Extracts from City Ordinances

The library has taken from the city ordinances and mimeographed on sheets, 8 1-2 x 11, extracts on such subjects as Advertisements, Littering the Streets, Trees, Regulation of Explosives, and Street Lighting. These sheets are lent to teachers and pupils in connection with the study of Newark in the Schools.

Clean City League

While a tuberculosis exhibition was being held in the library in 1907, we mimeographed on a sheet, 8 1-2 x 11, the circular which follows, and distributed several thousand copies of it. There was no Clean City League; but there should have been, and the circular appealed very strongly to many of those who read it.

The Clean City League: Tract No. 1. February, 1906.

Is Newark Neat and Clean?

Newark's streets are dirty and always littered with papers; its garbage and ash cans are obtrusive; its sidewalks are cumbered with things, and its signs are horrors.

Let the friends of charities and corrections and foes of tuberculosis and lovers of cleanliness work against these conditions.

"Cleanliness is next to Godliness", and is also a foster mother of health, a sister of beauty, and a condition precedent to self-respect.

Poems.

Acting on a suggestion of Mr. Charles D. Hine, Chairman Conn. Public Library Committee, the library several years ago began to reprint separate poems and lend them in groups of 25 to teachers who use them for special reading lessons. The printing of the poems proved so expensive that later they were mimeographed on sheets, 8 1-2 x 11. A total of 76 different poems have thus been reproduced. During the school year they are borrowed in large quantities by teachers.

A List of the Poems thus far reprinted follows:

1 The Land of Story-books. Stevenson
2 The Child and the Piper. Blake
3 Hunting Song. Scott
4 In a Wheat Field. Platt
5 Woodman! Spare that Tree. Morris
6 Seven Times One. Ingelow
7 The Rain. Stevenson
8 Hiawatha (Selection). Longfellow
9 Little Boy Blue. Mother Goose
10 Who has seen the Wind? Rossetti
11 Bed in Summer. Stevenson

12 The Chambered Nautilus. Holmes
13 Bugle Song. Tennyson
14 The Tiger. Blake
15 Nobility. Cary
16 Daybreak. Longfellow
17 Cradle Song. Prentiss
18 Vision of Sir Launfal (Sir Launfal and the Leper). Lowell
19 Old Ironsides. Holmes
20 Twinkle, Twinkle, Little Star. Taylor
21 Seven Times Two. Ingelow
22 The Lay of the Last Minstrel. (My Native Land.) Scott
23 Abou Ben Adhem. Leigh Hunt
24 Sir Galahad. Tennyson
25 The Brook. Tennyson
26 My Heart's in the Highlands. Burns
27 The Fountain. Lowell
28 Under the Greenwood Tree. Shakespeare
29 The Wind in a Frolic. Howitt
30 Our Almanac. Aldrich
31 Farewell. Kingsley
32 Memorial Day. Smith
33 Daffodils. Wordsworth
34 How e'er it be. Tennyson
35 Building of the Ship (Selection). Longfellow
36 Seth Boyden. Halsey
37 The Battle of Blenheim. Southey
38 Lucy Gray. Wordsworth
39 We are Seven. Wordsworth
40 The Busy Bee. Watts
41 To the Fringed Gentian. Bryant
42 For an Autumn Festival. Whittier
43 The Barefoot Boy. Whittier
44 Down to Sleep. Jackson
45 The Sands of Dee. Kingsley
46 The Twenty-second of December. Bryant

47 The Landing of the Pilgrim Fathers. Hemans
48 Wynken, Blynken and Nod. Field
49 Little Boy Blue. Field
50 The Duel. Field
51 Rockaby Lady. Field
52 The First Snow Fall. Lowell
53 My Shadow. Stevenson
54 The Sandpiper. Thaxter
55 To a Waterfowl. Bryant
56 The Wind. Stevenson
57 The Vision of Sir Launfal (June Weather). Lowell
58 The Children's Hour. Longfellow
59 Aladdin. Lowell
60 In School Days. Whittier
61 The Rainbow. Wordsworth
62 To a Skylark. Wordsworth
63 The Gladness of Nature. Bryant
64 A Man's a Man for a' that. Burns
65 October's Bright Blue Weather. Jackson
66 Daffy-Down-Dilly. Warner
67 A Musical Instrument. Browning, E. B.
68 Highland Mary. Burns
69 Pleasures (From Tam O'Shanter). Burns
70 Autumn Fires. Stevenson
71 Autumn. Longfellow
72 The Death of the Flowers. Bryant
73 Flow Gently, Sweet Afton. Burns
74 The Banks of Doon. Burns
75 O Captain! My Captain! Whitman
76 Brook in Winter. Lowell

The Science Museum

A local collector, Dr. W. S. Disbrow, has installed in the library a part of his very large collection of rocks, minerals, semi-precious stones, gums, resins, woods, flowers and plants and many other objects in the field of science and industry. A pamphlet with the above title descriptive of this beginning of a museum for Newark was compiled

and published by the library in 1905, and another in 1910. See The Newark Museum. The one of '05 was in size and style like an exhibition catalog, and gave a brief history of the infant museum and of the library's relations to it. It was distributed without charge.

Reprints from Newspapers

Labor conditions in this particular community make it a little difficult to get from a local newspaper the type from which an article of interest to the library has been printed. If it were not difficult the library would often borrow the type, send it to a job printer and have copies of the article desired cheaply but attractively struck off. In a few cases this has been done. For economy the reprints are made in such form, usually on one side only of a flat sheet, as the quantity of type suggested. Among articles thus reprinted was one on the library's Trade Catalogs, one on Making a Library Known, and one or two on Municipal Art. These reprints are always given away.

Paintings, Bronzes and other Objects of Interest in the Library

This list, published in 1906, similiar to exhibition catalogs but more carefully printed, was compiled and published to draw attention to the objects of art in the library and to attractive and interesting features of the building. With a separately printed explanatory note it was sent to many prominent men and women in the city. The note suggested that the library would gladly receive and could attractively display for the general public, paintings, bronzes, marbles, vases and other art objects, and would thus gather material which might ultimately form the foundation of an art museum for the city. The art museum came into existence three years later. The catalog here mentioned was rather an indication that the museum was on on its way than an important factor in its coming.

A Normal School President on the Use of Books

This is an address read by David Felmley, President Illinois State Normal University, at the annual meeting of the N. E. A. in 1908, and then reprinted by the library in a pamphlet of eight pages, 5 x 9, for distribution among Newark teachers. It is perhaps the best

presentation ever made by a school man of the value of book skill to a teacher, with very practical hints on what that skill actually includes.

Reprints issued by or for the Library

The librarian occasionally writes for library and other periodicals articles which are afterwards reprinted and thus become in effect publications of the library. Among these may be mentioned Library Problems, from the Pedagogical Seminary, Vol. IX, No. 2; the Public Library in a City's Life, from Library Journal, July, 1903.

Teachers and Libraries

This is an eight page leaflet giving an outline of a talk by me before the New Jersey State Teachers Association in 1902, and published by the library for that association and for our local teachers. It treats briefly of many of the points of contact between the public library and the school.

Picture Collection Index

This is a broadside, 11 x 14, printed on one side only and headed Folio Collection of Pictures. It gives a brief statement in regard to the collection of pictures in the library, the way they are arranged and how they may be borrowed. Then follows a list of the subjects under which they are classified. About 250 subjects are included in this list. This was issued several years ago and distributed among teachers and others. Since then the collection of pictures has grown rapidly, and the number of subjects under which they are now grouped is very much larger than this broadside indicates.

How to use the Library

A brief description of all the departments of the library with hours of opening and other information, printed on a card 5 x 6, and folded once to a size 3 x 5. It is distributed without charge from the lending department and branches.

Card on Study Clubs

On one side of a card, 3 x 5, attractively printed, is a brief statement of what the library can do and is glad to do in the way of giving assistance to study clubs of all kinds. It is sent through the mail to secretaries and presidents of study clubs.

To Music Students, Teachers and Societies

A handsomely printed card, 3 x 5, telling about the library's collection of music and how it can be borrowed. Sent to musical people in the city.

To Literary and Art Societies

A slip 3 x 5, similar to the one just described. Signed by the person in charge of the work for study clubs. Sent out by mail.

Technical and Science Department

A four page folder, 5 x 6, folded once to 3 x 5, containing a brief account ot the Technical Department, with a list of some of the many subjects on which the department has books and periodicals. Distributed largely by mail.

Rebinding a Book

A mimeographed list on two pages, 8 1-2 by 11, of the thirty-eight steps taken in rebinding a book. Compiled chiefly to accompany the library's traveling binding exhibition, but also distributed to the staff and to a few other librarians.

Annual Reports and Summaries

See Administration. Reports of the library are issued yearly in the usual pamphlet form and contain from 24 to 64 pages, often with illustrations. These reports are published by the city government and are often late in appearing. A summary of four pages is now published each year in January and widely distributed in the city.

List of Book-lists.

List of all the lists of books for adults compiled and published by the Library in recent years. Arranged alphabetically. Some of these are printed and some are mimeographed. Most of them include about twelve titles.

Actors and actresses
Advertising
Aids to good reading
Air ships
American Revolution
American war stories, 3 lists
Animal stories, 2 lists
Arbitration, International
Arch and bridge work
Architecture
Architecture, Ecclesiastical
Architecture, Gothic and Renaissance
Architecture, Greek and Roman

Architecture, Periodicals
Architecture, Public buildings
Architecture, Theory and composition
Art, Anatomy
Art, British
Art, Drawing
Art, Japanese, 2 lists
Art, Metal work
Artists, Dutch, Flemish and German
Arts and crafts
Automobiles
Automobiles, Periodicals
Banking and brokerage
Banks and banking
Basket making
Beautifying municipalities
Bible pictures
Biography, 12 interesting lives
Biography, 12 recent books
Biography, 12 recent lives
Birds
Bookbinding
Book-keeping, accounting, auditing
Books that most men like
Brewing and wine making
Building construction
Business, commerce, Periodicals
Business management and methods
Business, Periodicals
California
Carpentry
Cement, lime, etc
Cheerful books, 2 lists
Chemical analysis
Chemistry
Chemistry, General
Chemistry, Inorganic and organic
Children, Physical care
Children, Their training
Civil war, 2 lists
Civil war, Southern point of view, 2 lists
Civics, How to become a good citizen
Coal and coal mining
Commerce
Concrete and fireproof construction
Cook books
Corporations
Detective stories
Dialect stories
Die and tool making
Dr. Eliot's list
Domestic economy
Drainage and water supply
Drama
Dramatized novels
Drawing
Dressmaking, needlework and millinery
Dyeing and cleaning
Dynamos
Early 19th century in England
Eight books worth reading
Electricity, Batteries, bells and wiring
Electricity for advanced readers
Electricity for beginners
Electricity, Periodicals
Electro-plating

Electric light and power lamps, 2 lists
Elementary science
Engraving
Essays, A selection, 2 lists
Essays, 12 readable books
Essays, Some new books
Essays, Some that are interesting
Farm animals
Farming, 2 lists
Ferns, orchids and grasses
Feudalism and chivalry
Feudalism, knighthood, chivalry, crusades
Fifty popular books
Fine arts, Periodicals
Fish and fishing
Flower gardening
For bible students and Sunday school teachers
For the blind
For older boys
For the practical florist
For the social worker
Foreign periodicals
Foreigner's Reading list, Advanced
Foreigner's Reading list, Primary
Forestry
Foundry work
France
French novels, A selection
French revolution
Fruit und fruit growing
Furniture
Gardening for profit
Gas, Illuminating
Gas and petroleum engines
Gas, gasolene and oil engines
General Wolfe and Quebec
Geography
Glass, tiles and enamels
Good English books for Italians
Harmony, Music
Hawaii
Health, food and sanitation
Historical Novels
History, 12 interesting books
History, 12 interesting lives
History, 12 new books
History of Man
House building for the owner
House building, 2 lists
House furnishing
Household decoration
Hundred most eminent persons of all times
Hundred of the best Novels
Hygiene
Immigration
Indian stories, 2 lists
Industrial education
Insurance
Interesting books for boys and girls
Interesting magazines
International arbitration
Ireland
Italy
Iron and steel making
Japan, History, travel, manners and customs
Japan, Its arts and crafts
Jewelry, 2 lists

Jewelry, History and design
Jewelry, gold and silver smithing
Jewelry, Ornament and design, 5 lists
Jews and Judaism
Julius Caesar
Labor, A collection of books on the subject, 2 lists
Land of the Incas
Landscape Gardening
Lawyers bulletin
Leather
Letter writing, Commercial
Letter writing, Social
Lettering
Letters, Some good collections of
Life insurance
Light fiction for summer reading
Liquor problem
List of books in a school library
Literature, Recent books
Literary journals
Literary studies
Lives of men of science
Locomotive engines
Machinery
Magazines for teachers
Masonry and carpentry
Mathematics
Mechanical drawing
Medical department, List
Metal work
Microscopy
Modeling
Municipal government and problems
Municipal government
Music
Music in America
Musical novels
Musicians
Nature study
Negro question
New England
New Novels, A Selection
Newspapers, List of good
Northwest
Norway
Novels that have led to reforms
Nursing
Operas
Outdoor life, Camping
Painters and paintings
Painting and pictures
Painting and paper hanging
Paints, oils and varnishes
Paper-making
Pauperism
Pauperism, Condition of the poor
Perfumery, soaps and candles
Philanthropy
Photo-engraving, Reproductive processes
Photographing, 2 lists
Physical culture
Physics
Physiology
Play
Plays, 12 readable plays
Plumbing
Poems which will live forever
Polar explorations

Polar travel
Political economy
Popular books of science
Popular exposition of Christianity
Porto Rico
Poultry
Printing
Psychic phenomena
Psycho-therapeutics, 2 lists
Psychology
Public ownership
Pumps
Raphia and basket work
Railroad stories
Refrigeration and ice machines
Religion and ethics
Religious novels
Roads, streets and pavements
Salesmanship, Buying
School and college stories
Science and faith
Sea stories, 3 lists
Self culture
Short stories, 3 lists
Shorthand
Sicily
Soaps, candles, by-products
Social settlements
Socialism, Arguments for
Socialism, History and discussion
Soil and irrigation
Some books that most boys like
Some good books of 1909
Some stories that most girls like
Sound and music
Southern stories, 3 lists
Spain
Special vacation bulletin, 2 lists
Stage
Steam boilers
Steam engines
Stories of adventure
Stories of American politics, 2 lists
Stories of California
Stories of Canada
Stories of Commerce and finance
Stories of London
Stories of New York
Stories of Paris
Stories of the Northwest
Stories of Sicily
Stories of the Southwest
Stories of Sweden and Swedish life
Stories of the West
Supernatural stories
Surveying and nautical astronomy
Sweden and Swedish life
Tales about old England
Tales of colonial times in America 2 lists
Tales of Egypt
Tales of England in the 18th century
Tales of England in the 19th century
Tales of India
Tales of Old Germany
Tales of the Civil war
Tales of the Dutch
Tales of the French Revolution
Taxidermy

Technical and scientific magazines
Technical education
Telephones
Theosophy, books and periodicals on the subject
Thousand of the best novels
Tools
Travel, 12 recent books
Trees
Trusts
Tuberculosis
Twelve English poems
Twelve books for boys and girls, 4 lists
Twelve poems all children should have read
Twelve books everyone reads before he is fifteen years old
Twelve well-known American poems
Vegetable gardening, 2 lists
Ventilation and warming
Violin
Water color painting
Wholesome French novels
Wild flowers
Wireless telegraphy, 2 lists
The World's greatest short stories

The Business Branch

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part III

The Business Branch

By J. C. Dana and Sarah B. Ball, Librarian in charge of Branch 1

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

NOTE

This number, Part 3, was planned to include the story of Branches and Deposit Stations, their administration and their relations to the main library. The recent rapid growth of interest in special libraries, and particularly in libraries of the kind into which we are trying to develop our business branch, has led us to issue this pamphlet now.

As far as we know this is the first attempt to meet the needs of business men by placing a branch of a public library in the center of a city and supplying it with books and other material useful to those engaged in trade, manufacture, transportation, insurance, finance and the like. Whether it is the first or not, certainly we find it difficult to secure information in regard to the special material we wish to put upon its shelves.

Information concerning public affairs, commerce, applied arts, industries and many other topics is abundant; but it is not easy to select the best, to obtain it when selected, or to find helpful indexes to it after it has been secured. Under the circumstances we have found it impossible to make this story of the resources of our branch at all complete. If it proves half as helpful to others, even in its present tentative form, as its compilation has been to us, it will be worth the labor we have put upon it, and we shall feel justified in having published a statement which we know is quite incomplete.

J. C. D.

October, 1910

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The Business Branch

The main library building of Newark is situated nearly three-fourths of a mile from the trolley and business center of the city, which is at the intersection of Broad and Market Streets. More than half the population of the city cannot reach the library on rapid transit lines without making a transfer at this center. The use made of the library's books is no doubt much less than it would be if the main building were nearer the heart of the city.

As soon as the library's income permitted, a small branch was opened, October 1, 1904, in a rented store on Academy Street, about two-thirds of the distance from the main building to the corner of Broad and Market. This branch was quite successful. It lent about 2,000 books per month for home use.

On May 23, 1905, it was moved to a small basement store on one of the main streets of the city, Broad Street, and quite near Market. Here the number of books lent per year gradually increased up to the rate of about 45,000 per year.

On April 25, 1907, it was necessary to move again and the branch was then opened at 7 Mechanic Street, first floor, quite near the heart of the city; but on a street not greatly used as a thoroughfare. Here the use of the books again increased, until, during the later months of the three years, in this location, the books were lent at the rate of about 70,000 per year. During these three years the branch considerably increased its number of volumes and began to take on the special features which led us to call it a business branch.

On May 1, 1910, it was moved once more, to 18 Clinton Street, first floor, the room which is described in this pamphlet. The present location is far superior to any of the previous ones. The branch now

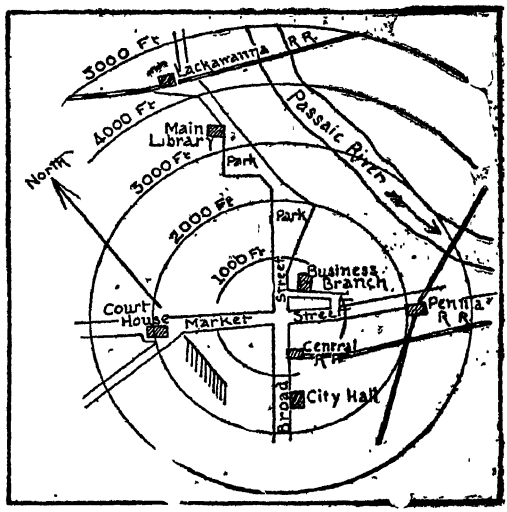


Fig 1. Sketch of the center of Newark, showing main library building and the business branch. The business and trolly center of the city is at the intersection of Broad and Market streets. The business branch is near this center, and is also near the post office, the city hall, the court house, and the stations of the Central and Pennsylvania railroads.

has about 3,100 square feet of floor space, keeps 9,000 volumes on its shelves, and lends books at the rate of about 100,000 volumes per year.

I have long wished to establish in the center of a city a branch which should appeal particularly to business men, including in this term merchants, bankers, officers of corporations, manufacturers, lawyers, men at the head of departments in large stores, clerks, insurance agents, real estate men, etc. I thought that if a public library opened in the center of the business part of its city a large room, well lighted and very fully supplied with books, maps, atlases, directories, &c., such as are actually used today by men of affairs, it would in time secure a very large patronage.

Our business branch is in a measure a realization of this wish. When it was in its quarters on Mechanic Street it was possible to increase its business resources to some extent. In its present larger quarters it will be possible to make it approximate to the ideal business branch I have long had in mind.

Location of the Branch

Newark, though a city of 350,000 population, has only two important business streets, Broad and Market. All other streets are in a measure subsidiary to these two. Naturally, the trolley and business center is, as already stated, where these two streets cross one another. Fig 1 is a plan of the heart of Newark, and shows not only the location of the main library, quite distant from the "Four Corners"; but also that of the business branch, closer to the same spot, near the post-office and about equally distant from the two most important railway stations, the Lackawanna and the Pennsylvania. Fig 3 shows the "Four Corners" and the branch, on a larger scale.

The branch is open every week day from 9 a. m. to 9 p. m. for the use of adults. Children are not admitted.

The staff consists of the head of the branch, one assistant and one junior assistant.

Two daily deliveries are made from the main library, one at noon the other at 3 p. m. Requests for books that are not at the branch

(*Text continued on p. 15*)

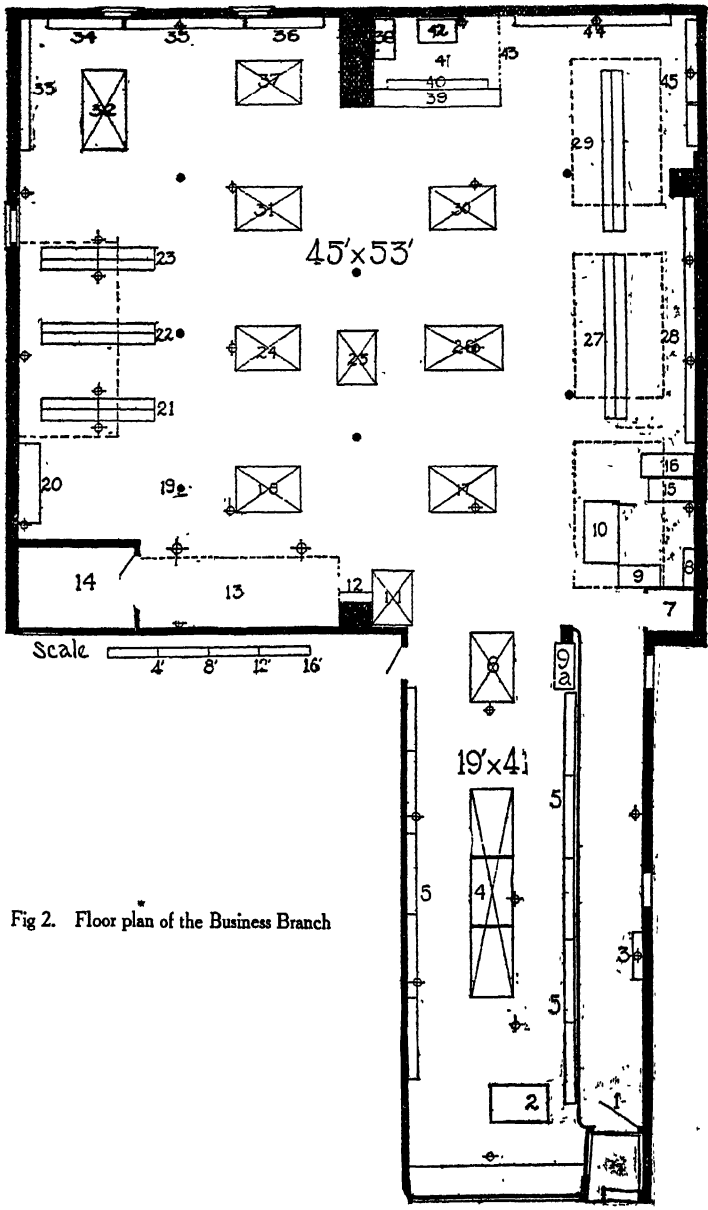


Fig 2. Floor plan of the Business Branch

Key to Floor Plan of Business Branch. Fig 2

1 Entrance. An iron rail extends from the left side of the door to the large column just beyond 9 a.

2 Information desk. This is occupied only part of the time.

3 Rack filled with railroad time tables.

4 Tables for visitors using directories and reference books.

5 Telephone, city and trade directories and reference books, and books relating to business, system and accounting, also city, state and U. S. government publications. Also trade and other periodicals.

6 Writing table for visitors.

7 Telephone booth.

8 Case for reserved books.

9 Register of borrowers.

9a Card catalog.

10 Charging and discharging desk, 3 x 6. Also used for registering borrowers.

11 Table with book lists, catalogs and other things for free distribution.

12 Case for new and interesting books which are constantly changed.

13 Map platform.

14 Toilet for staff.

15 Case for books returned but not yet discharged.

16 Table for books discharged, waiting to be returned to shelves.

17, 18 Tables for readers.

19 This and six other similar black dots represent small iron columns.

20 Case for atlases.

21, 22, 23 Books other than fiction.

24 Table for readers.

25 Table with book-lists for free distribution.

26 Table for readers.

27, 28, 29 Fiction and Duplicate collection.

30, 31, 32 Tables for readers.

33, 34, 35, 36 Books other than fiction.

37 Table for readers.

38 Closet for blanks and stock of other kinds.
39 Case for periodicals, wide shelves close together.
40 Books needing repairs or rebinding.
41, 42 Working space and table.
43 Movable screen.
44, 45 Books other than fiction.

The four dotted parallelograms represent skylights.

The small circles with lines across them represent electric lights, tungsten, in most cases of 60 candle power.

The floor area is 3100 square feet.

(*Text continued from p. 11*)

may thus be filled within a few hours. The telephone is also freely used between the branch and the main library to answer requests for information.

The floor plan, Fig 1, with its explanatory notes, gives an excellent idea of the appearance of the room and the arrangement of its contents.

By day it is quite well lighted by skylights; at night by 33 sixty candle-power tungsten lamps, disposed as indicated on the plan. The height of the room is 14 feet. The ceiling and walls are painted buff. The floor is pine, with corticine along the entrance passageway, about the desk and before some of the cases.

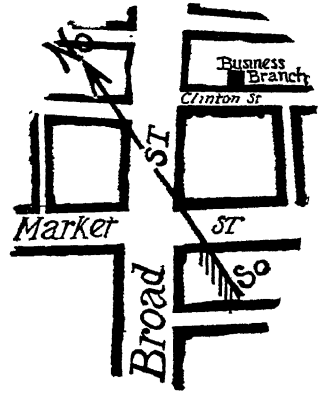


Fig 3. Sketch of the "Four Corners" of Newark.

The book-cases are of whitewood, varnished, very simple in construction; the tables are of whitewood, most of them 3 x 5; the chairs are Austrian bent-wood without arms.

On the walls are 15 pictures, chiefly German and French lithographs. On the tops of the cases are 21 large vases of agreeable color and good form. In the window is a large globe with a few attractive books.

The main front window bears this legend in gold letters.

Business Branch
Free Public Library and Reading Room

Hours
9 a. m. to 9 p. m.
Except Sundays

The resources in books and other material may be briefly summarized as follows. Many of the items on this list are explained in detail later in this pamphlet.

Summary of Resources

1 UNITED STATES DIRECTORIES

One hundred volumes, containing directories of about 1200 cities, towns and villages in the United States.

2 FOREIGN DIRECTORIES

Fourteen volumes, containing directories of a few of the larger foreign cities, and in the case of France and Spain, of all their colonies and dependencies, and business directories of Great Britain and Germany.

3 TELEPHONE DIRECTORIES

Two hundred volumes, containing names of all who rent Bell Telephones in several thousand cities, towns and villages of the United States.

4 TRADE, MANUFACTURE AND PROFESSIONAL DIRECTORIES

One hundred volumes, containing names of leading commercial and manufacturing corporations, and professional men and much other information.

5 MANUFACTURERS' CATALOGS

A large collection of the catalogs of many different manufacturing establishments in all parts of the U. S. and also abroad.

6 MAPS MOUNTED ON ROLLERS

Forty local and general maps.

7 CITY MAPS

Fifty maps of cities taken from directories of the larger cities of the United States and many local maps.

8 STATE MAPS

Complete set of maps of the western states and territories, published by United States General Land Office and Post Route maps of the principal eastern states.

9 TROLLEY MAPS

Showing trolley lines of the principal traction companies in the eastern part of the United States

10 RAILWAY TIME TABLES AND GUIDES

Railway, express and freight guides, hotel directories, guide books, etc.

11 CODES, TELEGRAPH AND CABLE

12 ATLASES

Fifteen general, maritime, commercial and local

13 CITY PUBLICATIONS

Revised ordinances and general charter of Newark. Recent Newark city reports of all kinds, including messages of Mayors; common council manuals of the principal cities of the United States.

14 STATE PUBLICATIONS

State Legislative Manuals of the principal States of the Union
Revised statutes of New Jersey and laws to date
Recent New Jersey Reports of all kinds
Reports of Secretaries of State of many States, containing lists of corporations
Reports of Factory Inspectors of many states
Reports of bureaus of labor and statistics of many states containing industrial directories and other valuable information
Bills before New Jersey Legislature

15 UNITED STATES GOVERNMENT PUBLICATIONS

Relating to patents, trade conditions at home and abroad, commerce, finance, federal and state constitutions, copyright, postal laws and regulations, international laws, statutes, Philippine Islands, tariff, imports, exports, immigration, coinage, wireless telegraphy, civil service, geological survey, congress, South American republics, trusts, the census and many other subjects connected with business affairs.

16 REPORTS OF EXCHANGES, ASSOCIATIONS AND THE LIKE

Reports of the New York Stock Exchange, daily; and reports of New York Produce Exchange, New York Chamber of Commerce, New York Merchants' Association, American Bankers' Association, Atlantic Deeper Waterways Association, and other similar reports of commercial organizations, business men's associations, commercial clubs, and boards of trade of the principal cities of the United States.

17 PERIODICALS

Forty general, literary and political

18 PERIODICALS

Two hundred special ones, relating to the trades, labor unions, manufactures, commerce, finance, municipal affairs, etc.

19 BUSINESS REFERENCE BOOKS

Five hundred volumes, relating to business, accounting, advertising, commerce, management of corporations, etc.

20 REFERENCE BOOKS

Five hundred volumes of the usual reference books, general encyclopedias, dictionaries, year-books, etc.

21 GENERAL BOOKS

Thirty-five hundred volumes of general character, such as are found in every library. This collection is constantly being changed.

22 EVERYMAN'S LIBRARY FOR REFERENCE

Five hundred volumes.

23 FICTION

Thirty-five hundred volumes of fiction, recent and standard

24 DUPLICATE FICTION

Thirteen hundred volumes of duplicates of recent fiction, lent for one cent a day.

Directories

A daily record is kept of the number of people who use the directories. This number has increased in the past three years from 200 to 1200 a month.

Discovering and Selecting Directories

We use the following:

Catalog of copyright entries. Part 1, groups 1 and 2. Library of Congress, Washington. Monthly. $1 a year. The only publication in which all city and trade directories are entered as published. Is checked regularly to note new publications.

List of city, county, state, national, foreign and trade Directories and Gazetteers for sale by R. L. Polk & Co., 18 West 27th St., N. Y. Free. A very full list of all classes of directories, giving the probable time of issue of city directories. Prices not given.

Monthly list of State publications. Library of Congress. Washington, 50c a year. Often includes industrial, educational and other directories.

Guide to the current periodicals and serials of the U. S. and Canada by H. O. Severance, and C. H. Walsh. Wahr, Ann Arbor, Mich., 1909, $2. Not complete. Contains some mercantile books that public libraries cannot secure and some that are sent free. Rather difficult to use as directories are entered among periodicals.

Trade periodicals. These are looked over for advertisements and critical reviews of new publications.

Recommendations for purchase are requested from people using the directories.

A mimeographed letter is sent to business men asking for recommendations of directories, as well as of books and periodicals in their own lines of business, trade or manufacture.

Ordering Directories

For city and trade directories an order list is made out in December for the ensuing year to insure delivery as soon as books are published. Requests for special books are filled at any time.

Local directories are ordered through their publishers.

Foreign directories are ordered through G. E. Stechert & Co., 151 W. 25th St., N. Y., but may be ordered through any importing agent.

All other city and trade directories are ordered through one agent, R. L. Polk & Co., 18 W. 27th St., N. Y. This agent is instructed to give us prices and dates of latest and forthcoming issues.

There are other dealers.

The advantage of using one agent only is the saving in correspondence and expressage. The slight discount sometimes allowed by publishers is overbalanced by expense of carriage and labor of correspondence. Books are secured as soon as published; and the agent sends notice of new publications along certain lines.

Exchanging directories with other libraries. As soon as a new Newark directory is issued a mimeographed letter is sent to about 100 business houses in the city asking them to give the library the old issue to exchange with libraries of other cities. Mimeographed letters are also sent to libraries in cities of which directories are needed asking them to exchange their last year's issue for the Newark volume. This exchange plan is borrowed from the Cleveland Public Library. The exchanges are made by book rate express, prepaid, by which a book weighing 5 lbs can be sent anywhere in the U. S. for 38c.

Telephone directories. These are ordered through Mr. H. S. Brooks of the American Telephone and Telegraph Co., 15 Dey St., N. Y. This company makes a business of collecting and keeping on hand to supply proper demands directories issued for the Bell system in all parts of the country. These directories are more accurate than the usual city publications, and include cities and towns where ordinary directories are not published. The expense of securing them is slight. The prices of a few of the larger ones are as follows:

New York 25c, Boston, Chicago, Cleveland and Washington 50c each.

Arrangement of Directories on Shelves

City directories. Call number is omitted, the name of city, county or state is written on back label, and they are arranged alphabetically by name of city, county or state.

Telephone directories. Arranged by States on shelves divided into compartments by vertical partitions; one or two states in each compartment. The directories of each state are numbered 1, 2, 3, etc. with the abbreviation of the state prefixed. For example: the directories of Alabama cities are numbered Ala 1, Ala 2, Ala 3, etc. Strips of Dennison gummed paper, bright red, 3 1-2 x 1-2, are pasted across the bottom of the back, and extend along the front and back covers of all Alabama directories, which are the first in alphabetic order on the shelves. Like strips are pasted across the backs, but half an inch from the bottom, of all directories of the state next in alphabetic order after Alabama, and so on with all the states. The height of its stripe from the bottom thus shows to which state any directory belongs and indicates also its general location on the shelf. The abbreviation followed by the serial number is written across the back, if the book is wide enough to permit; otherwise on the back cover near the back. This arrangement of graduated labels across the back makes it easy to locate the directories wanted and lessens the work of keeping them in order. To find the directory of any given town in a state the catalog must be consulted, see below, and the call number secured.

Cataloging Directories

All cards for directories are filed in the general catalog.

City directories. Cards are stamped in right upper corner "City directory." Brief author, and subject cards are made for all directories and analyticals are made for all places in city, county and state directories.

Trade directories. Cards are stamped in right upper corner, "Trade directory." Author and subject cards are made, and analyticals for subjects not made clear by title.

Telephone directories. Cards are stamped in right upper corner "Telephone directory." As these directories are of temporary value, being soon superseded by later editions, they are not accessioned or catalogued in the regular way. Subject analytical cards are made for all towns having more than a column of subscribers. These cards bear only the name of the town and the call number of the directory in which it may be found.

List of Current and other Directories

Record is made in a loose leaf ledger of all city, state and trade directories that are in the library and also of all others about which information may have been received. This enables the assistant at the Branch to give definite information in regard to directories asked for, and, if they are not in the library, to state the reason, such as "mercantile," "sold to advertisers only," "superseded by," "no longer published," etc. A sheet is given to each directory and all sheets are arranged by subject.

A Few Useful Foreign Directories

Kelly's directory of merchants, manufacturers and shippers of the world. Kelly's Directories, Ltd. London. Annual. 30s. Of special value for small countries, directories of which are not easily obtained.

Post office London directory. Kelly's Directories, Ltd. London. Annual. 32s. A business and general directory combined. Contains a good map of London mounted on cloth.

Macdonald's English directory and gazetteer. 2 v. Wm. Macdonald & Co., Edinburgh. Annual. 40s. to subscribers, 60s. after publication, which occurs in January. Includes Wales.

Macdonald's Scottish directory and gazetteer. Wm. Macdonald & Co., Edinburgh. Annual. 17s 6d. to subscribers, £1, 1s after publication, which occurs in January.

Macdonald's Irish directory and gazetteer. Wm. Macdonald & Co.

Edinburgh. Annual. 17s, 6d to subscribers, £1, 1s after publication, which occurs in January.
The three directories, covering the British Isles, are sold to subscribers for £2, 15s.

Didot-Bottin. Annuaire du commerce. 5 v. Paris. Siège Social. Annual. 32 fr. This is a series consisting of the following volumes, any of which may be bought separately:

Paris, 2 v. A business and general directory combined. Contains a number of maps and much useful information.

Départments. A business directory of France, giving under each place the population, altitude, area, railroads, postal facilities and other information of a commercial nature. It contains also a geographical dictionary, and a number of maps.

Etranger; Colonies, francaise et pays de protectorat. A complete business directory of all the French colonies. It contains other commercial information, and a directory of the principal business houses in all parts of the world.

Bottin-mondain. A blue book of Paris containing in addition to the usual information, an excellent map, descriptions of French and foreign decorations, a list of the libraries, museums, public gardens and other items of interest.

Reichs-Adressbuch, deutsches, fuer Industrie, Gewerbe und Handel. 3 v. Mosse. Berlin. M50. A directory of industries, trades and professions in the German Empire.

Anuario del Comercio, de la Industria de la Magistratura y de la administracion de Espana sus colonias Cuba, Puerto-Rico y Filipinas, Estados Hispano-Americanos y Portugal. 2 v. Bailly-Bailliere. Madrid. Annual. $5.00. A trade directory of Spain and all Spanish speaking countries, containing general commercial regulations, maps, and much valuable information. This is of especial value to American libraries as it includes directories of Cuba, the Philippines and Mexico.

Some General Trade Directories of the United States

Hendrick's commercial register of the U. S. for buyers and sellers; especially devoted to the interests of the architecture, mechanical, engineering, contracting, electrical, railroad, iron, steel, mining, mill, quarrying, and kindred industries. S. E. Hendricks & Co. N. Y. Annual. $10.

Thomas' American manufacturers and first hands in all lines. Thomas Publishing Co. N. Y. Annual. $10. Gives a rating based on the capital stock.

International. International Mercantile Agency, N.Y. 1904. A mercantile publication, similar to Bradstreet and Dun, picked up at a second hand book store for 20c. The publisher failed. Such mercantile publications are not sold to public institutions. Although out-of-date, this one is often useful, as it gives names of merchants in every town and village in the United States.

Knauer's manufacturers of the United States: a classified and complete reference book for buyers and sellers of domestic and foreign trade. Manufacturer's Red Book Co. N. Y. 1905. $ 13. Although this has ceased publication and is sometimes inaccurate, it is still of great value for the names of manufacturers of unusual articles. The index is remarkably full in cross references, thus making the book easy for the general public to use.

A Few Important Special Trade Directories

Sweet's indexed catalog of building construction. Architectural Record Co. N. Y. Annual. Free. Compiled from trade catalogs of manufacturers of building materials, supplies and furnishings. Very large, very complete and very useful.

Rubber trade directory. India Rubber World. N. Y. Annual. $3. Rubber statistics, crude rubber prices, rubber trade marks.

Exporters' encyclopaedia, containing full and authentic information relative to shipments for every country in the world. Exporters' Encyclopedia Co., N. Y. Annual. $3.75. Monthly correction notes

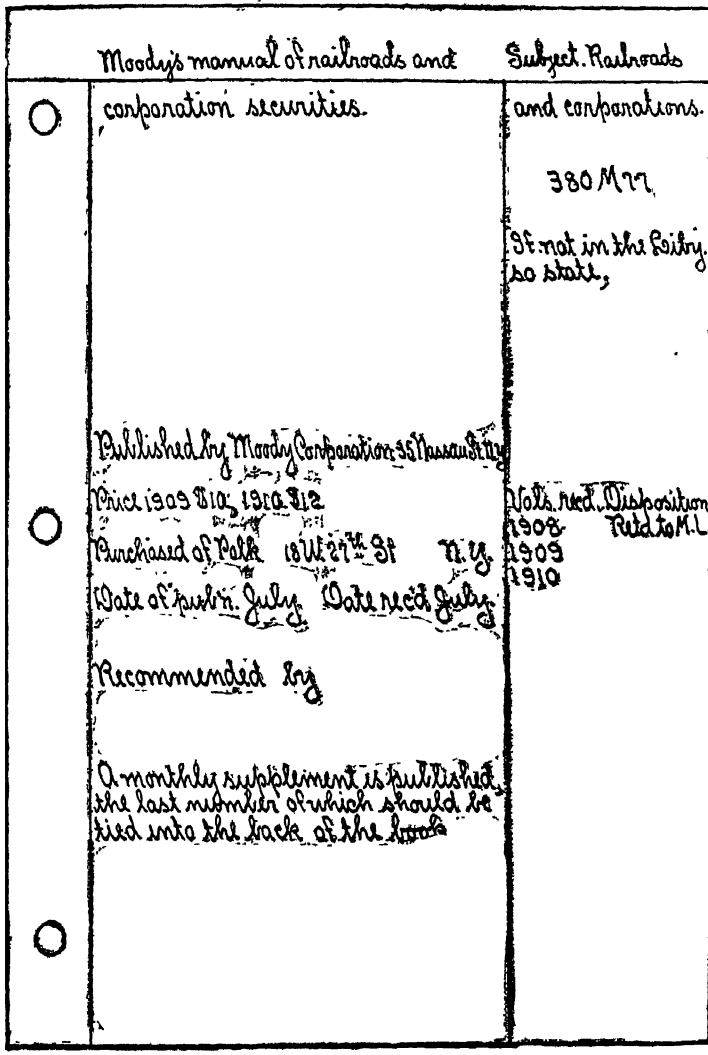


Fig 4. Leaf of Loose leaf Ledger, on which records of Current and other Directories are kept. Reduced; actual size, 8 x 11.

published in "Exporter's Review." Consular regulations, shipping routes, etc.

Directory of American cement industries. Municipal Engineering Co., Indianapolis. Annual. $5. List of cement manufacturers, foreign brands on American markets, contractors, cement tests and analyses, machinery and supplies for cement plants, table of freight rates, etc. Manufacturers of lime. Complete and valuable.

American street railway investments. McGraw, Hill Publishing Co., N. Y. Annual. $5. Good buyer's manual. Detailed information regarding companies, with maps showing extent o lines operated, etc.

Blue book of American shipping; marine and naval directory of the U. S.; Statistics of shipping and ship building, America. Penton Publishing Co., Cleveland. Annual. $5. Lists of ship owners, builders, naval architects, admiralty lawyers, maritime exchanges, wrecking companies, etc.

Directory of directors in the city of N. Y. Audit Co. N. Y. Annual. $3.50. Alphabetical list of directors or trustees having N. Y. City addresses, followed by names of companies with which they are connected. Also a selected list of corporations of large business interests in N. Y. City.

Brown's directory of American gas companies. Press of "Progressive Age", N. Y. Annual. $5. Gas statistics. Great deal of statistical and other information, such as officers, companies operated, power used, miles of mains, etc.

Shoe and leather reporter annual. Published by "Shoe and Leather Reporter." Boston. Annual. Received with subscription to magazine. Manufacturers, wholesalers and retailers of all leather goods. U. S. Canada, Mexico and foreign countries.

Hotel red book and directory; containing a complete and reliable list of the best hotels in the U. S. and Canada, including summer and winter resorts, also a list of hotels in London and other foreign cities.

Official Hotel Red Book and Directory Co., N. Y. Annual. $3, Compiled for commercial travelers, tourists, merchants, manufacturing and business houses.

Moody's manual of railroad and corporation securities with railroad values analysed. Moody Manual Co. N. Y. Annual. $12. Digest of reports of steam railroads, public utilities, industrial corporations, etc.

Architects' directory and specification index; containing a complete list of the architects in the U. S. and Canada, together with a specification index of prominent dealers and manufacturers of building materials and appliances, also a complete list of landscape and naval architects. Wm. T. Comstock. N. Y. Annual. $2.70. Complete and accurate.

Insurance year book. Fire, life, casualty and miscellaneous. 2 v. Spectator Co. N. Y. Annual. $10. Contains statistical information about all the insurance companies in the U. S.

Penton's foundry list; a directory of the foundries of the U. S. and Canada. Penton Publishing Co. Cleveland. Annual. $8.75. Classes of casting indicated by symbols.

American hatter trade directory. Complete classified lists of all branches of the hat and cap trades of the U. S. and Canada. Gallison and Hoborn Co. N. Y. Annual. $5. Brief list of foreign manufacturers.

Official American textile directory; containing reports of all the textile manufacturing establishments in the U. S., Canada and Mexico, together with the yarn trade index and lists of concerns in lines of business selling to or buying from textile mills. Lord & Nagle Co. Boston. Annual. Received with subscription to "Textile World Record."

Thomas' wholesale grocery and kindred trades register for buyers and sellers. Thomas Publishing Co. N. Y. Annual. $7. Ratings based on capital.

National iron and steel, coal and coke blue book. R. S. Polk & Co. Pittsburg. Annual. $10.

American newspaper annual and directory. N. W. Ayer & Son Philadelphia. Annual. $5.

Banker's register and special list of selected lawyers, Blue Book Credit Co. Chicago. Semi-annual. $6. Contains detailed information about all the banks in the United States, a digest of the banking and commercial laws, maps with bank towns indicated and White's counterfeit reporter.

Directory of the iron and steel works of the United States. American Iron and Steel Association. Philadelphia 1898, with supplement to 1908, $9. Complete list of blast furnaces, rolling mills, steel works, forges, bloomeries, tin plate and tin plate works and pig iron brands.

Davison's silk trade. Davison Publishing Co. N. Y. Annual. $3. Contains manufacturer's agents, New York buyers, offices and salesrooms, manufacturers, dyers, dealers and importers.

In addition to these the branch has a number of other directories covering the drug and chemical trade, automobile industry, mining, implements, cooperage, advertising, machinery, dry goods, jewelry, hardware, sporting goods, paper and stationery, hosiery and knit goods, flour, grain and bakers, furniture, harness and saddlery, booksellers, newsdealers, stationers and real estate, and the professions of law, medicine and dentistry and other subjects.

Maps, Atlases and Geographical Publications

U. S. Government and State publications are used as much as possible for this country and foreign publications for foreign countries.

Discovering and Selecting Maps

We use the following:

(a) For all Countries,

Bulletin of the American Geographical Society. 15 W. 81st St., New York City. Irregular. $5 a year. Contains the latest information on geographical publications. The editor, Mr. Cyrus C. Adams, has kindly offered to answer requests for information from public libraries

relative to geographical publications in this country and abroad. In deciding on the comparative merits of maps, atlases, etc., such advice is of great value.

Geographical journal. Royal Geographical Society. London. Monthly. 27s. Each number contains a list of recent commercial and government publications and geographical literature.

Catalog of the library of the Royal Geographical Society, ed. by Dr. H. R. Mill. Royal Geographical Society. London. 1895. 5s.

National geographic magazine. National Geographic Society. Washington. Monthly. $2.50.

List of geographical atlases in the Library of Congress, comp. by P. Lee Phillips. 2v. Washington. 1909.

Check list of large scale maps published by foreign governments, Great Britain excepted, in the Library of Congress, comp. by P. Lee Phillips. Washington. 1904.

Catalog of typical wall maps, atlases and text books, used in European schools for geographical education; collected and exhibited by the American Geographical Society, 15 West 81st St., New York City. 1908. The descriptive notes are of great value.

Petermann's Mittheilungen. Justus Perthes. Gotha. Monthly. 18M. A journal in which the more important geographical publications of the world are listed and reviewed. Each number contains reproductions of a few maps of current interest.

Geographen-Kalendar. Justus Perthes. Gotha. Annual. 6M. A chronology of the year's explorations and geographical work and a directory of scientific and literary men who are interested in geographical work.

Bibliotheca Geographica. Berlin Gesellschaft fuer Erdkunde. Berlin. 1906. 8M. A bibliography of the first rank. It is easier to consult than Petermann's.

Bibliographie geographique annuelle, par Louis Raveneau. Paris. Armand Colin. 5 fr. A selective bibliography with critical notes.

Maps of the world. N. Y. Public Library Bulletin. Sept. 1904.

(b) For American Publications,

Catalog of copyright entries. Part 1, Groups 1 and 2. Library of Congress. Washington. Weekly. The only publication in which all commercial maps are listed. Is checked up regularly for new publications.

Monthly list of state publications. Library of Congress. Washington. The only publication in which state material is listed. Is checked up regularly for new publications.

Monthly catalog, United States public documents. Superintendent of Documents. Washington.

Catalog and index of the publications of the U. S. Geological Survey. 1880-1901, by P. C. Warman. U. S. Geological Survey, Bul. 177. Washington. 1901.

Catalog and index of the publications of the U. S. Geological Survey. 1901-1903, by P. C. Warman. U. S. Geological Survey. Bul. 215. Washington. 1903. This and the preceeding publication forms a complete dictionary catalog of all the publications of the Survey from its foundation to 1903.

Topographic maps and folios and geologic folios published by the U. S. Geological Survey. Washington. Latest edition. The topographic sheets are here listed alphabetically by states and under the state by the name of the quadrangle. The geologic folios are listed both numerically and by states.

List of publications of the U. S. Geological Survey, not including topographic maps. Washington. Latest edition. Arranged chronologically under headings: bulletins, monographs, etc.

Catalog of geological maps of America, North and South, 1752-1881, in geographic and chronologic order by Jules Marcou and J. B. Marcou. U. S. Geological Survey. Bul. 7. Washington. 1884.

Catalog of charts, coast pilots and tide tables. U. S. Coast and Geodetic Survey. Washington. Latest edition.

List of maps of America in the Library of Congress, comp. by P. Lee Phillips. Washington. 1901.

List and catalog of the publications issued by the U. S. Coast and Geodetic Survey. 1816-1908. Washington. 1908.

Catalog of charts, plans, sailing directions and other publications. Hydrographic Office. Washington. Latest edition.

Catalog of book publications of the Hydrographic Office, containing a list of publications on sale and those not on sale. Washington. 1898.

The 4th edition of Leaflet 8 issued by the Superintendent of Documents contains information about the maps issued by the Coast and Geodetic Survey, Forest Service, General Land Office, Geological Survey, Hydrographic Office, Insular Affairs Bureau, Mississippi and Missouri River Commissions, Northern and Northwestern Lakes Survey, Office of Chief of Engineers U. S. Army, Post Office Department, Statistics Bureau and Weather Bureau.

Catalog and index of contributions to North American geology, 1732-1891, by N. H. Darton. U. S. Geological Survey. Bul. 127. Washington, 1896.

Bibliography and index of North American geology, paleontology, petrology and mineralogy for the years 1892-1900 inclusive, by F. B. Weeks. U. S. Geological Survey. Bul. 188 and 189. Washington. 1902.

Same for the years 1901-1905. U. S. Geological Survey. Bul. 301. Washington. 1906.

(c) For State publications,

A provisional list of the official publications of the several states of the United States from their organization, comp. by R. R. Bowker. 4v. Publishers Weekly. New York. 1899-1908. $10.

Summary of the work of the Geological Survey of New Jersey, with a subject index to its reports by Henry B. Kimmel. N. J. Geological Survey, Trenton, 1903.

The following states have established geological surveys and publish maps and other material. Address the State Geologist in each case.

Alabama. University P. O.
Arkansas. Fayetteville.
California. San Francisco.
Colorado. Boulder.
Connecticut. Middletown.
Florida. Tallahassee.
Georgia. Atlanta.
Illinois. Urbana.
Indiana. Indianapolis.
Iowa. Des Moines.
Kansas. Lawrence.
Kentucky. Lexington.
Louisiana. Discontinued.
Maine. Brunswick.
Maryland. Baltimore.
Michigan. Lansing.
Mississippi. Biloxi.
Missouri. Rolla.
Nebraska. Lincoln.
New Jersey. Trenton.
New York. Albany.
No. Carolina. Chapel Hill.
No. Dakota. Grand Forks.
Ohio. Columbus.
Oklahoma. Norman.
Pennsylvania. Harrisburg.
Rhode Island. Providence.
So. Carolina. Charleston.
So. Dakota. Vermilion.
Tennessee. Nashville.
Texas. Austin.
Vermont. Burlington.
Virginia. Charlottesville.
Washington. Seattle.
West Virginia. Morgantown.
Wisconsin. Madison.
Wyoming. Cheyenne.

(d) For English publications,

Catalog of maps, atlases and books issued and sold by Edward Stanford. Edward Stanford, 12 Long Acre, W. C., London. A large variety of maps covering all parts of the world. Stanford is the authorized agent for the English Ordnance Survey.

Illustrated guide to George Phillip & Sons, geographical and educational maps. George Phillip & Sons, 32 Fleet St., London. A useful catalog of inexpensive maps intended primarily for school use.

Catalogs of the following firms:

John Bartholomew & Co. Geographical Institute, Edinburgh.

W. & A. K. Johnston. Edina Works. Edinburgh.

(e) For German publications,

Justus Perthes, Gotha. Considered the leading map house of the world.

H. Wagner and E. Debes, Leipzig.

Velhagen & Klasing, Leipzig.

Dietrich Reimer, Berlin.

Also Bibliotheca Paedagogica. Issued by an association of publishers. Annual. 50c. May be secured through G. E. Stechert & Co. The publications of the best German map houses are listed in it.

(f) For French publications,

Catalogs of the following firms:

Hachette & Cie, Boulevard Saint-Germain 79, Paris.

Ch. Delgrave, 15 Rue Soufflot, Paris.

Armand Colin, 5 Rue de Mezieres, Paris.

(g) For South America,

List of publications published or distributed by the International Bureau of American Republics. Washington. 1909. Free. Includes maps of Bolivia, Brazil, Chile, Costa Rica, Guatemala, Mexico and Nicaragua, which vary in price from 25c. to $1.50.

List of maps of America in the Library of Congress, comp. by P. Lee Phillips, Washington. 1901.

Ordering Maps

American publications are ordered through their publishers.

Foreign publications are imported through G. E. Stechert & Co. N. Y. and other importers. American agents for foreign publications usually charge duty.

Cataloging Atlases and Maps

Cards for maps and atlases are filed in the general catalog at the Branch.

Atlases. Full author and subject cards are made and brief analyticals

for local material or anything of special interest. General atlases are entered under the heading "Atlases". Local atlases are entered under the name of the locality followed by the word "Atlases".

Maps. Subject cards only are made, containing publisher, date and scale. In the left upper corner is indicated where the map is kept, i. e. Platform, Box, Rack 5. See Arrangement of Maps &c. When a map contains any unusual information it is specified in a descriptive note on the bottom of the card.

U. S. Geologic Atlas. Library of Congress cards are used. Subject cards alone are made and the entry is under the name of the state followed by name of quadrangle or folio.

Maps in books. Cards are made for those maps of special interest which are found in guide-books, reference books, reports, etc. These cards have for subject-headings the names of the cities and countries which the maps cover, with the call numbers of the books in which they are found, and nothing more.

Arrangement of Maps, Atlases, and Geographical Publications

Atlases

Kept on roller shelves in steel cases. A typewritten list of the atlases with descriptive notes is mounted on a heavy piece of card-board and placed on the top of the case that people may help themselves more readily.

Maps on rollers

A platform or staging, 5' by 18', was built with a substantial frame and cross pieces of 2 x 4s. This was covered on one side with tongued and grooved flooring of cypress, ⅞ in. thick. This platform is suspended, parallel to the floor and eight ft. above it, by resting one long edge on a cleat spiked to the wall and supporting the other edge by two iron bands, one of them being attached to the wall five ft. above the platform and the other to the platform's outer edge. The total cost was about $30.

To the floor, now a ceiling, on the under side of this platform are fastened ordinary shade-roller brackets, of such size and at such distances apart as to accommodate about 40 maps. These maps range

in size from three ft. wide and four ft. long to 10 ft. wide and 12 ft. long, and the rollers used correspond to these dimensions. The rollers are of tin, and were a gift to the library from the Hartshorn Shade Roller Co. There are two kinds, the difference being in the manner in which maps are attached to them. The later and better style is known as the "new groove". The prices are the same for both styles. 2' long, 35c.; 4', 60c.; 6', 1.30.; 8', 1.50.

The maps are mounted on muslin by the Interstate Map Co. of Newark at a cost of from five to ten cents per square foot. The price for mounting a one sheet map, 36 by 48 ins. in size, is 60c., for one in several sheets, 9 x 10 ft., is about $15.

To the top of each map, after it is mounted, is stitched by the mounter a piece of white Holland cloth as wide as the map itself and three ft. long. The upper edge of this extension of the mount is attached to the roller. If a map is then pulled down until this extension is all unrolled the top of the map is just about on a level with the eyes of a person of average height. The usual two half-round sticks are attached to the bottom of each map. Price, 2c. to 5c. per lineal foot.

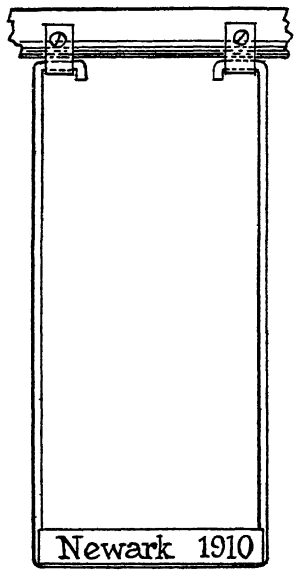


Fig 5. Pull and Label attached to maps on platform. Reduced.

To mark the maps when rolled up so that an inquirer can select readily the one he wishes to see a label is attached to each in this way:—

A Sheradized wire, an eighth of an inch in diameter, is bent to form a square-based U, with uprights 14 ins. long, and bottom six ins. wide. The ends of the arms are bent in at right angles half an inch and are fastened to the sticks at the bottoms of the maps by short strips of brass

half an inch wide bent around both wire and stick with screws through its ends into the sticks. In the bottom of the U is laid a block, six ins. long and one inch square, grooved at the ends. Staples driven into it over the wire hold it in place. On one side of this stick is pasted a label bearing in plain letters the name of the map to which all is attached. See Fig. 5. The whole makes a convenient handle for drawing the map down. The labels are large and legible and easily renewed or changed.

Two 30 candle power Tungsten lamps with reflectors are attached to the outer edge of the platform and light the maps. The handles above described are not large enough or low enough to cast unpleasant shadows on a map on the back part of the platform when it is drawn down.

A list or chart to show the location of the maps on the platform is hung near the platform.

Before we adopted this method of hanging large maps or small maps subject to much use, we examined all the other methods we could learn of. This seemed the simplest and most convenient of them all.

Maps in file box

All small maps and maps of temporary interest or value or maps that are used too seldom to warrant the expense of mounting are arranged in the following manner.

Sheets of No. 30 pulp board, 28x40, are trimmed to 27 1-2 x 39 1-2. No. 30 means that 30 sheets in this size weigh 50 pounds. The price is 3 1-2 c. per pound.

One map is mounted on each of these sheets. One edge of the map is placed one inch from a long side of the board and there held by an inch strip of jaconette pasted down over its entire length. If the map is smaller than the board its lower edge is held down by pasting over it a few round gummed Dennison labels. If the map is larger than the board its edges are folded as need be; it is then attached to the pulp board by jaconette over the fold and labels are pasted along the lower edge. If the map is in several sheets these are fastened to one board on top of each other.

These boards stand on the long edge opposite the one bearing the

jaconette strip in a box 36" x 52" and 29" deep, inside measure, like cards in a catalog. The name and character of each map are written on the edge of each board, just above the strip of jaconette. The box is made of 7-8 in. cypress. Being one inch deeper than the boards are wide, space is given for guide cards if they are needed. Vertical partitions every six inches keep the boards upright. The cover is made of compo board covered with Brown Rugby wrapping paper and is hinged on. This box will hold 300 maps 24" x 36" and larger. They catalog themselves and can be easily removed for examination.

Roller Maps Not In Use

Maps on rollers not much used are rolled up, tied with tape, marked on the outside and placed on large coat-hooks which are fastened in horizontal pairs about three inches apart to the back of the book-case which acts as a partition for one side of the work and storage space.

U. S. Geological Atlas Sheets

The folios are kept on wide shelves placed close together and are arranged by their serial numbers. To obtain the folio wanted either the general catalog or the Catalog of the Geological Survey must first be consulted and the serial number secured.

A Method of Arranging and Indexing the Topographic maps of the U. S. Geological Survey

The method here described of arranging and indexing these maps is due largely to Mr. Thomas Letts, of the American Geographic Society, New York. It is used, though not exactly in this form, in the library of that Society and in the Public Library of New York. After we had written the following statement of it, and made the sketch, Fig. 5, and considered carefully the amount of labor which its adoption would call for, and had discussed it to some extent with the U. S. Geological Survey, we decided not to put it into operation at present. As a description of this method has not appeared in print,

to our knowledge, we decided to publish it in this pamphlet. The method we are now following of indexing and arranging these maps is described later.

The Geological Survey of the United States publishes its topographical maps, now numbering about 2,000, on three different scales, one mile, two miles and four miles to the inch. Each map on the smallest scale covers a rectangle between two parallels of latitude and two meridians of longitude. Each map on the scale of two miles to the inch covers a quarter of one of these rectangles, and each map on the largest scale, one mile to the inch, covers one fourth of one quarter, or one sixteenth of the same. The special maps on other scales are not provided for in the scheme outlined below. They are marked and placed as their several characters may suggest.

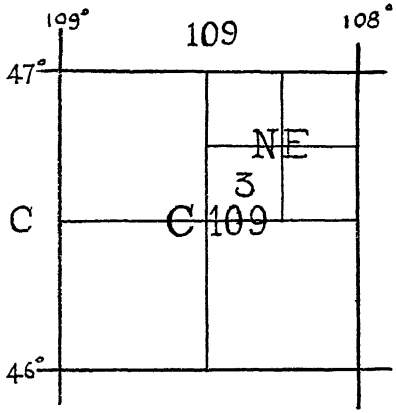


Fig 5. Showing method of arranging and indexing Topographic maps of the U. S. Geological Survey.

The United States extend thro' 58 degrees of latitude, and 25 degrees of longitude.

On a map, called the Key Map, of the United States published by the General Land Office, scale, 37 miles to one inch, 5' x 7', the parallels of latitude and the meridians of longitude are plainly marked in black ink. The spaces between the parallels of latitude, from that between 48 and 49 to that between 23 and 24, are marked, beginning at the top, on the right and left margins of the map, and also in a column thro' the center, with the letters of the alphabet from A to Z (omitting J) in large characters.

The spaces between the meridians of longitude are marked on the Key Map from left to right in a similar way at the top and bottom of

the map, in large Arabic numerals, with the number of the degree west of Greenwich at the left of each space.

The Key Map is now checked with the topographic sheets and both are marked as follows:

A map on the smallest scale, covering what may be called one square degree, is marked in the upper left corner with the letter and number, C 109 for example, which indicate its position on the Key Map. On the Key Map the same letter and figures are written in the center of the square degree which the small map covers.

Suppose the next map to be checked and marked is the one on the scale of two miles to one inch which covers on the Key Map one fourth, or the north-east corner, of the same square degree which is entirely included in the first small map. Then the square degree is divided into quarters by heavy ink lines and the letters N. E. are written in the north-east quarter. On the small map in the upper left corner are written characters C 109 N. E.

Suppose the next map to be checked and marked is the one on the scale of one mile to the inch which covers one fourth, the south-west quarter, of the same square quarter-degree on the Key Map which is entirely included in the second map just mentioned, then this square quarter-degree is divided into quarters by ink lines, and the figure 3 is written in the south-west quarter; the four quarters all being given numbers 1, 2, 3, 4, as they may be needed, in this order, north-west, north-east, south-west, south-east. On the small map, in the upper left corner, are then written the characters C 109 N E 3.

The diagram, Fig. 5, will probably make the whole scheme plain.

The maps are so arranged that in any group they stand in the order, first of the first letter, then of the first figures, then of the four points of the compass, then of the numerals.

If a map of any region is asked for, that region is located on the Key Map, and the letters and figures show at once if any maps covering it have been issued, on what scale they are drawn and where they will be found in the collection.

The maps are kept in manilla folders, arranged by call number, thus keeping together maps of the same locality on different scales and yet making them more easily distinguished from each other than the

symbols used by the geological survey. i. e. 1 : 250,000 or four miles to one inch, 1 : 125,000 or two miles to one inch, 1 : 62,500 or one mile to one inch.

A Second Method of Arranging and Indexing the Topographic maps of the U. S. Geological Survey
Suggested by the Survey

When we submitted the plan just described, for keeping the topographic maps of the U. S. Geological Survey, to the Survey itself, Mr. H. C. Rizer, Acting Director, caused the subject to be looked into and wrote us a letter containing certain very interesting suggestions. Although we have decided not to follow them at present, we include them here for the same reason that we have included the description just given of another method. The suggestion from the Survey seems not to have been made in print where they are easily accessible to librarians and we believe that many will find it interesting and helpful.

At the recent geographical conference in London of delegates from many countries on the construction of a map of the world on the scale of 1 : 1,000,000, it was decided that the map should be made by the co-operation of the Surveys of the several countries of the world, and should have an arrangement and notation as follows:

The world is divided into northern and southern hemispheres. Each hemisphere is then divided by parallels of latitude and meridians of longitude into spaces containing each six degrees of longitude and four degrees of latitude. The parallels of latitude, thus subdividing the map, are marked by the letters of the alphabet, beginning with the parallel first north or first south of the equator and extending to the poles, using the letters from A up to and including V. The meridians of longitude used in the scheme are designated by numbers from 1 to 60, 1 being given to the meridian 180 degrees from the meridian of Greenwich. The numbers run westerly around the map.

Any parallelogram containing 24 square degrees, if they may so be called, can under this system be designated, in the manner familiar to all who use maps, by a letter and figures; J 14, for example, being the parallelogram which covers parts of Colorado, Kansas and other states.

From the U. S. Geological Survey can be obtained indexed diagrams of the northern and southern hemispheres, which will make clear the above explanation.

The U. S. Geological Survey also publishes a sketch map of the U. S. which shows the arrangement of atlas sheets for this country in accordance with this scheme for an international map of the world.

On this map each parallelogram of 24 square degrees has the single square degrees which compose it numbered from 1 in the upper left corner to 24 in the lower right corner. A map covering one degree of latitude and longitude would by this method be marked J 14—4 or J 14—10, and so on as the case may be.

Each one of the square degrees is again divided into quarters which are designated by the letters A, B, C, D.

Each one of these squares is again subdivided into quarters which are designated by the letters N W, N E, S W, and S E.

Under this notation, J 14—4 B SE would stand for a map covering 1-16 of a square degree.

The sketch map of the U. S. above alluded to, copies of which may be secured from the U. S. Geological Survey, will probably make this description plain.

It will be seen that to apply this notation to the 2000 topographic atlas sheets in question would mean a large amount of work. For this reason we have not thought it wise to undertake it at present.

A Third Method of Arranging and Indexing the Topographic Maps of the U. S. Geological Survey

Used by the Survey and adopted by this Library

The sheets are arranged by states and, under the several states, alphabetically by the names of the sheets. Some of the sheets cover parts of more than one state. Of these, additional copies are bought, and one copy is placed alphabetically with those of each of the several states which it may touch.

The U. S. Geological Survey issues occasionally key maps of the several states for which atlas sheets have been issued. These key maps show the progress of the survey and of the publication of sheets in each state. The key map for each state is mounted on a heavy card

board of the size of the atlas sheets and placed in the file described below in front of the maps of that state. When a key map includes, as it does in some cases, several states, additional copies of it are obtained and a copy mounted and placed before each of the states included on it.

Maps issued after the publication of the key map which should include them, are indicated on the key maps by outlining thereon the several squares they may cover.

The atlas sheets are kept in manila folders like the folders of a vertical file, about 16 in each folder. These folders are kept in a box made of white wood, standing on casters that it may be easily moved, and having a compo board cover which is itself covered with Rugby brown wrapping paper. This box has inside dimensions as follows: 23 1-4" deep, 20" wide, 38" long. Partitions run across the box the short way every six inches. The maps in their manila folders are arranged in alphabetical order of the states. Heavy cards between folders help to keep them vertical.

The survey issues a good many maps that are not of the standard size, being made on different scales, or covering larger areas than the standard sheets. These maps are placed alphabetically with the ones above described. If too large for the file they are folded.

The survey has published a geographic dictionary for several of the many states which it has covered. On the key maps of those states for which geographic dictionaries have been published that fact is noted.

Some of the Most Useful General Atlases

Atlas of modern geography, by Adolph Stieler; adapted for the English-speaking public by B. V. Darbishire. Lemcke & Buechner. N. Y. 1908. £2. 6s. This atlas is used for foreign countries in preference to American publications.

Philip's systematic atlas, by E. G. Ravenstein. Geo. Philip & Sons. London. n. d. 15s. Well indexed.

Royal atlas of modern geography. W. & A. K. Johnston. Edinburgh. n. d. £4. 4s.

Philip's comprehensive atlas. Geo. Philip & Son. London. n. d. 10s. 6d.

Rand-McNally's atlas of the world. 2v. Rand McNally & Co. Chicago. 1908. $25. To increase the use of the government and state publications each map in the United States section is stamped "For maps on larger scale ask to see U. S. and State Surveys". The maps of foreign countries are stamped "For maps on larger scale consult Stieler's Atlas of Modern Geography".

Philip's mercantile marine atlas of the world. Geo. Philip & Son. London. 1908. 63s. Specially designed for merchant shippers, exporters, and ocean travelers and for general use. Gives distances between ports, length of time for steamers carrying mail, British and U. S. consulates and plans of the harbors of the world.

Atlas of the world's commerce, comp. and ed. by J. G. Bartholomew. Geo. Newnes. London. 1907. 21s. Descriptive text and diagrams showing products, imports, exports, commercial conditions and economic statistics of the countries of the world.

Atlas of commercial geography, ed. by R. Ferguson Savage. W. & A. K. Johnston. Edinburgh. n. d. 5s.

Atlas of physical geography, by Sir Archibald Geikie. W. & A. K. Johnston. Edinburgh. n. d. 3s. 6d.

Atlas of meteorology. John Bartholomew & Co. Edinburgh. n. d. £2. 12s. 6d.

Geologic atlas of the United States. U. S. Geological Survey. Washington. 25c a folio, a few folios 50c. Includes nearly 200 folios to date.

Atlas of the Philippine Islands. U. S. Coast and Geodetic Survey. Special Publication No. 3, Washington. 1900. Contains geological, ethnographical, topographical and physical maps. Well indexed.

Local Atlases

Topographic atlas of New Jersey. N. J. Geological Survey. Trenton. n. d. Scale, 1 mile to an inch. Includes 20 sheets at 25c per sheet. Cost of mounting and binding about $10.

New series topographic atlas of New Jersey. N. J. Geological Survey. Trenton. n. d. scale, 2,000 feet to an inch. Twenty-four sheets published to date. 25c per sheet. Cost of mounting and binding about $10. The complete atlas will contain over 100 sheets. For the territory covered this atlas is superior to any other. In binding, guards have been left for inserting new sheets as issued.

Atlas of New Jersey. U. S. Geological Survey. Scale, 1 mile to 1 inch. 46 sheets, 5c each. Cost of mounting and binding $12. Covers the entire state. The sheets are mounted and attached to guards in such a way that they may be removed and new editions inserted. The sheets are arranged in alphabetical order by the name of quadrangle and the Geographic Dictionary of New Jersey, by Henry Gannett, issued by the U. S. Geological Survey for 25c, is bound and inserted in a pocket on the outside of the front cover. This serves as an index and makes the atlas easier to consult than those published by the State Geological Survey, which are without indexes.

Atlas of Essex County, N. J. comp. by Ellis Kiser. A. H. Mueller & Co. 530 Locust St., Philadelphia. 1906. $30. A real estate atlas giving detailed information.

Atlas of the Oranges, Essex County, N. J., comp. by E. Robinson. A. H. Mueller & Co. Philadelphia. 1904. $25. A real estate atlas giving detailed information.

Atlas of Newark, N. J, comp. by E. Robinson. A. H. Mueller & Co. Philadelphia. 1901. $25. A real estate atlas giving detailed information.

Atlas of the City of New York, borough of Manhattan, comp. by G. W. Bromley. G. W. Bromley & Co. 147 No. 5th St., Philadelphia. 1908. $25. A real estate atlas giving detailed information.

Gazetteers, Commercial Geographies and Geographical Publications

Longmans' gazetteer of the world, ed. by G. G. Chisholm. Longmans. London. 1902. 21s.

Lippincott's new gazetteer, ed. by Angelo and Louis Heilprin. Lippincott. Philadelphia. 1906. $10.

Stanford's compendium of geography and travel. E. Stanford. London. Various dates. 15s. a volume. Australia, 2v. Africa, 2v. North America, 2v. Central and South America, 2v. Europe, 2v. Glossary of geographic and topographic terms, 1 v.

Philip's geographical manuals, by William Hughes. Geo. Philip & Son. London. 9v. Various dates and prices. v. 1, Introduction to the study of geography, 1s; v. 2, British Isles, 1s. 6d.; v. 3, British colonies and dependencies, 2s. 6d.; v. 3a, British empire, 3s; v. 4, Europe, 2s; v. 5, Asia, 1s. 6d.; v. 6, Africa, 1s; v. 7, America, 1s. 6d.; v. 8, Australia and Polynesia, 1s.

Lovell's gazetteer of the Dominion of Canada. John Lovell & Son. Montreal. 1908. $5.

Pronouncing gazetteer and geographical dictionary of the Philippine Islands. U. S. Bureau of Insular Affairs. Washington. 1902.

Geographical dictionaries and gazetteers have been published by the U. S. Geological Survey for the following states and territories.

Alaska	Bul. 299	1906	Massachusetts	Bul. 116	1894
Colorado	" 291	1906	New Jersey	" 118	1894
Connecticut	" 117	1894	Porto Rico	" 183	1901
Cuba	" 192	1902	Rhode Island	" 115	1894
Delaware	" 230	1904	Texas	" 224	1904
Indian Territory	" 248	1905	Utah	" 166	1900
Kansas	" 154	1898	Virginia	" 232	1904
Maryland	" 231	1904	West Virginia	" 233	1904

Note also publications of the U. S. Geological Survey, exclusive of maps: such as Bulletins, Professional papers, Water supply and irrigation papers, Mineral resources and Monographs.

Handbook of commercial geography, by G. G. Chisholm. Longmans. London. 7th edition. 1908. 15s.

Commercial geography, by Henry Gannett, C. L. Garrison, and E. J. Houston. American Book Co. N. Y. 1905. $1.25.

Commercial geography, by J. W. Redway. Scribner. N. Y. 1903. $1.25.

Geography of commerce, by Spencer Trotter. Macmillan. N. Y. 1903. $1.10.

World's commercial products, by W. G. Freeman and S. E. Chandler. Ginn. N. Y. 1907. $3.50.

Applied geography, by Dr. J. Scott Keltie. Geo. Philip & Son. London. n. d. 2s. 6d.

International geography, by H. R. Mill. Appleton. N. Y. 1909. $3.50.

Boundaries of the U. S. and of the states and territories with an outline of the history of all important changes of territory, by Henry Gannett. U. S. Geological Survey. Washington. Bul. 226. 1904.

Origin of certain place names of the U. S., by Henry Gannett. U. S. Geological Survey. Washington. Bul. 258. 1905.

Dictionary of altitudes in the U. S., comp. by Henry Gannett. U. S. Geological Survey. Washington. Bul. 274. 1906.

Climatology of the U. S., by A. J. Henry. U. S. Weather Bureau. Washington, Bul. 2. 1906.

Surface water supply of the U. S. U. S. Geological Survey. Washington. Water-supply Papers. 1909–'10.

Table of depths for channels and harbors, coasts of the U. S., including Porto Rico, the Hawaiian Islands and the Philippine Islands. U. S. Coast and Geodetic Survey. Washington. 1900.

Tide table for the Atlantic coast of the U. S., including Canada and the West Indies. U. S. Coast and Geodetic Survey. Washington. 1903–'08.

Tide table for the Pacific coast of the U. S. U. S. Coast and Geodetic Survey. Washington. 1903–'07

Pre-Cambrian geology of North America. U. S. Geological Survey. Washington. Bul. 360. 1909.

Geology of the city of New York, by L. P. Gratacap. Holt. N. Y. 1909 $2.50.

Note also the Baedeker and Murray guide-books and a large number of other guide-books and hand-books issued by commercial houses; municipal, state, and government authorities; railroads, newspapers, boards of trade and commercial organizations, and other associations and institutions covering cities, states, countries, and localities in all parts of the world.

Manual of topographic methods by Henry Gannett. U. S. Geological Survey. Washington. Bul. 307. 1906.

Co-operation between the U. S. and various states in topographic, hydrographic, and geologic work. U. S. Geological Survey. Washington. 1910.

Maps and map-making by E. A. Reeves. Royal Geographical Society. London. 1910. $2.

Annual reports of the N. J. Geological Survey from 1854 to date. From 1857 to 1867 no reports published.

Geology of New Jersey by Geo. H. Cook. N. J. Geological Survey. Trenton. 1868.

Paleontology of New Jersey. N. J. Geological Survey. Trenton. 4 vols. in 5. 1886–1907.

Final report of the state geologist. N. J. Geological Survey. Trenton 6 v. in 7 pts. 1888–1906. v. 1, Topography, magnetism, climate; v. 2, Minerology, botany, zoology; v. 3, Water supply; v. 4, Physical geography; v. 5, Glacial geography; v. 6, Clay industry.

Report on the clay deposits of Woodbridge, South Amboy and other places in New Jersey, together with their uses for fire brick, pottery, etc. N. J. Geological Survey. Trenton. 1878.

State Maps

The U. S. Post Office Department has published maps of all the states and territories which are sold at 80c. each unmounted. Those

of a few of the larger states are sold for $1.60. A list of these may be secured from the disbursing clerk of the U. S. Post Office Department, Washington. These maps on heavy paper are clearly printed and delicately colored. They contain the steam and electric railroads and all the towns and villages with postal facilities. They are lacking in other details.

The U. S. General Land Office has published maps of all the states in which there is public land. These are sold for 25c each. Maps of some of the larger states are published in two sheets for 50c. They are usually on a scale of 12 miles to the inch and for the western states are superior in most cases to any other maps. A list of these may be obtained from the Superintendent of Documents. Washington.

The Railroad Commissions of several states have issued maps that may be obtained free or at the cost of postage. They contain a great deal of useful information not found elsewhere.

The following list is given to show how a library may secure a complete set of large scale maps of the states at slight cost.

From the U. S. General Land Office, at 25c each: Alabama, Alaska, Arizona, Arkansas, Colorado, Hawaii, Kansas, New Mexico, North Dakota, Oregon, South Dakota, Utah and Wyoming; at 50c. California.

From the U. S. Post Office Department at 80c each: Delaware, Illinois, New Jersey and West Virginia.

From State Railroad Commissions, in most cases free: Florida, Georgia, Idaho, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New York, North Carolina, Ohio, Oklahoma, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Washington and Wisconsin.

From the State Survey, free: Maryland.

From the State Department of Internal Affairs, free: Pennsylvania.

From the U. S. Geological Survey, at 30c: Connecticut.

Unless otherwise indicated the prices given are for unmounted maps. The prices of government and state publications are omitted, as libraries are usually able to secure them free through their representatives in congress or legislature.

Local Maps

1. *Newark.* Interstate Map Co. Newark. 1910. 123" x 102". $100. mounted. A clear black and white map on which the schools, churches, public buildings, parks and library distributing centres are indicated. It is on a scale of 300 feet to one inch.

2. *Newark.* Interstate Map Co. Newark. 1910. 39" x 38". $2.50. mounted. The ward boundaries and election districts are indicated.

3. *New water supply for the city of Newark,* showing Pequannock water shed. 1909. 42" x 43". This map was made for the library by the City Engineer to whom were sent the sheets of the geological survey which together cover the locality. On these sheets, which had previously been combined, to form one map, and mounted, he outlined the territory included in the water shed, indicating conduits and reservoirs.

4. *Newark and interurban.* 10' x 8'. A map made up of 16 sheets of the New Series Topographic Atlas published by the N. J. Geological Survey. It is on a scale of 2,000 feet to one inch and gives the names of the principal streets and roads. It extends to and takes in Paterson, New Brunswick, Brooklyn, and Budd's Lake 2,000 square miles, with Newark as the center.

A library wishing the best map of any American locality that has been covered by federal or state surveys should take the sheets which together cover that locality, combine and mount them as a single map. In the same way the best state or local atlas obtainable can be made by collecting these sheets and either binding them together or keeping them loose in a portfolio. If the federal survey sheets are used they should be arranged alphabetically by the names of the sheets, to make them useful through the indexes by Henry Gannett enumerated on page 45.

5. *Rapid transit map of Newark* and interurban. Interstate Map Co. Newark. 1909. 16" x 11". A map that was published as an advertisement to show Newark's relation to New York in street car lines, railroads, subways etc. with the caption "15 minutes from Broadway in 1910".

6. *Railroads and trolleys to Newark.* A single map made by combining six sheets of the 2,000 foot scale sheets of the N. J. Geological Survey. 63" x 67". The railroads and trolleys are outlined with a brush in India ink. It was made to show how all the railroads to New York, save two, pass through Newark, and to show how Newark is the centre of a trolley system embracing nearly all the towns within a radius of fifteen to twenty miles.

7. *Blue print map of Newark,* Harrison, Kearny, East Newark and Arlington showing trolley lines. Public Service Corporation, Newark. n.d. 10" x 14". An official map showing single and double tracks, location of switches, car barns, etc.

8. *Police Department map of Newark.* 1910. 42" x 43". This map was prepared for the library by the Police Department. The boundaries of the police precincts are indicated in colors.

9. *New York city and vicinity.* U. S. Geological Survey. Washington. 1901. 36" x 49". Shows better than any other small map the field of commercial development west of the Hudson River and east of Newark and Newark's position relative to the development of Newark Bay and the Hackensack and Newark Meadows.

10. *Approaches to New York.* U. S. Coast and Geodetic Survey. Washington. 1909. 38" x 31".

11. *Passaic River, Newark Bay to Belleville.* U. S. Coast and Geodetic Survey. Washington. 1909. 21" x 37".

12. *New York Bay and Harbor.* U. S. Coast and Geodetic Survey. Washington. 1909. 41" x 49".

13. *Map of Hackensack River* from Newark bay to Hackensack. Taken from report of the War Department, Office of the Chief of Engineers, relative to deepening the channel of the river. U. S. 61st Congress, 1st session. House document 643. 1910. Consists of three sheets on a scale of 500 feet to one inch.

14. *Map of Passaic River* from its mouth to the city of Passaic. Taken from the report of the War Department, Office of the Chief of Engineers, relative to deepening the channel of the river. U. S.

56th Congress, 1st session. House document. 401. 1900. Consists of three sheets on a scale of 500 feet to one inch.

15. *Lower Passaic sewerage district.* Passaic Valley Sewerage Commission. Trenton. 1897. 29" x 52". The map was taken from a report. It gives a clear idea of the sewerage problem of Newark.

16. *Hackensack meadows,* to illustrate report on drainage by C. C. Vermeule. N. J. Geological Survey. Trenton, 1896. 27" x 45". Taken from the annual report of the state geologist for 1896.

17. *Map of the marshes on Newark Bay* and the Passaic and Hackensack Meadows. N. J. Geological Survey. Trenton. 1869. 23" x 38". Taken from the annual report of the state geologist for 1869.

18. *Water shed of the Passaic River.* N. J. Geological Survey. Trenton. 1877. 26" x 32". Taken from the annual report of the state geologist for 1877.

19. *Map of the boroughs of Manhattan, the Bronx, Brooklyn, and Queens* and part of Richmond, city of New York. E. Belcher Hyde. 77 Liberty St. New York City. 1905. 72" x 82". $10. mounted.

20. *Hudson tunnel system,* showing connections with N. Y. rapid transit lines. Hudson and Manhattan Railway Co., New York City. 1910. 34" x 23". Free.

21. *Essex County, N. J.* Interstate Map Co. Newark. 1911. 10' x 10'. $25. mounted.

22. *Hudson County, N. J.* Interstate Map Co. Newark. 1910. 54" x 72". $25. mounted.

23. *Bergen County, N. J.* Herbert B. Potter. Newark. 1909. 27" x 36".

24. *Union County, N. J.* Interstate Map Co. Newark. 1911. 5' x 7'. $60. mounted.

25. *Post route map of New Jersey,* showing post offices with the intermediate distances on mail routes in operation on the 1st of June, 1910. U. S. Post Office Department. Washington. 1910. 33" x 45".

80c. A clear, legible map giving railroads, cities, and postal facilities. Although the information is not entirely complete this is the most satisfactory single sheet map of New Jersey for general use.

26. *New Jersey.* N. J. Geological survey. Trenton. 1906. 25"x36". Called Atlas sheet No. 38. Highly colored to show townships and municipalities.

27. *Geological map of New Jersey.* N. J. Geological Survey. Trenton. 1889. 25"x36". Out of print. Called atlas sheet No. 19. A similar map appeared in the annual report of the State Geologist for 1887.

28. *Relief map of New Jersey.* N. J. Geological Survey. Trenton. 1888. 25"x36". 25c. Called atlas sheet No. 19. The elevations are shown by variations in tints.

29. *Photo-relief map of New Jersey.* N. J. Geological Survey. Trenton. 1896. 27"x45". $1.50.

30. *Road map of New Jersey.* Commissioner of Public Roads. Trenton. 1909. 27"x37". Taken from the latest annual report of the Commissioner of Public Roads.

31. *Forests of Northern New Jersey.* N. J. Geological Survey. Trenton. 1900. 71"x62". Taken from the Report on Forests for 1899.

32. *New Jersey, showing forest area* and its relation to the principal water sheds. N. J. Geological Survey. Trenton. 1900. 26"x36". Taken from the Report on forests for 1899.

33. *State of New Jersey, surface geology,* showing soils of the glacial drifts of northern New Jersey and approximate bounds of the pine and oak lands of southern New Jersey. N. J. Geological Survey. Trenton. 1878. 20"x34". Taken from the annual report of the State Geologist for the year 1878.

34. *Map of the extinct Lake Passaic* showing its outline, the position of the present shore features and the deformation which its shores have suffered. N. J. Geological Survey. Trenton. 33"x24". n. d.

35. *New Jersey map showing location of principal iron mines.*

N. J. Geological Survey. Trenton, 1890. 26" x 18". Taken from the annual report of the State Geologist for 1890.

36. *Map of New Jersey showing pumping stations,* water sheds now in use on the Atlantic slope, and water sheds available for supplying northeastern cities. N. J. Geological Survey. Trenton. 1892. 27" x 36". Taken from the annual report of the State Geologist. 1892.

37. *Map showing the distribution of the principal clay bearing formations of New Jersey.* N. J. Geological Survey. Trenton. 1903. 27" x 37". Taken from the final report of the State Geologist. Vol. 6.

38. *Map showing the distribution of the glacial drift of New Jersey.* N. J. Geological Survey. Trenton. 1902. 26" x 20". Taken from the final report of the State Geologist, volume 5.

39. *Map showing the direction of ice movement in northern New Jersey.* N. J. Geological Survey. Trenton. 1902. 17" x 20". Taken from the final report of the State Geologist. vol. 5.

40. *Map showing the distribution of the peat deposits of northern New Jersey.* N. J. Geological Survey. Trenton 1905. Taken from the annual report of the State Geologist for 1905. Shows swamps examined and workable peat deposits.

41. *Northern New Jersey showing the iron-ore and limestone districts.* N. J. Geological Survey. Trenton. 1874. 42" x 30".

42. *Map showing the distribution of clay pits* and clay manufactures in New Jersey in 1903. N. J. Geological Survey. Trenton. 1904. 27" x 37". Taken from the final report of the State Geologist. vol. 6. Shows clay pits, clay exposurers, and potteries and indicates where brick, fire-brick, fireproofing, conduits, tiles, and terra cotta are manufactured.

43. The following maps were published in connection with Geology of New Jersey by Geo. H. Cook. 1868.

1. Azoic and palezoic formation including the iron-ore and limestone districts.
2. Triassic formation, including the red sandstone and trap rocks of central New Jersey.

3. Cretaceous formation including the green-sand marl beds
4. Tertiary and recent formations of southern New Jersey.
5. Group of iron mines in Morris County.
6. Ringwood iron mines in Passaic County.
7. Oxford furnace iron ore veins, Warren County.
8. Zinc mines of Sussex County.

44. *Proposed Lake Passaic.* N. J. Water Supply Commission. 1905. Consists of three maps taken from a report. The plan here outlined for conservation of the state's water supply involves an expenditure of several million dollars. This is the report of a reconnaissance only.

45. *New Jersey showing water sheds,* from a report on water power by C. C. Vermeule. N. J. Geological Survey. Trenton. 1890. 26" x 36". Taken from annual report of the State Geologist for 1890.

General Maps, a few inexpensive and useful ones

1. *United States* including territories and insular possessions showing the extent of public surveys, Indian, military and forest reservations; railroads, canals, national parks, and other details. U. S. General Land Office. Washington. Latest edition. 7' x 5'. Mounted on rollers. Free to public libraries through their congressmen. Price to individuals $1. For general use this map of the United States is preferable to all others.

2. *United States showing primitive wooded areas.* U. S. Forest Service. Washington. 1908. 7' x 5'.

3. *United States forestry map with related projects and data.* U. S. Forest Service. Washington. 1910. 7' x 5'. Shows national forests, proposed Appalachian and White Mountain national forests, U. S. reclamation projects, private irrigated areas, canals and proposed waterways, overflowed lands of lower Mississippi River, principal watersheds, lines of equal precipitation, district boundaries, Indian reservations, and inset maps of Island possessions and Canal Zone.

4. *United States showing routes of the principal explorers* and

early roads and highways. U. S. General Land Office. Washington. 1908. 36" x 25".

5. *United States relief map.* U. S. Geological Survey. Washington 1910. 33" x 20".

6. *Telegraphic connections of the world* afforded by the submarine cables and the principal overland telegraph lines. U. S. Hydrographic Office. Washington. 1910. 64" x 36". The key indicates whether the telegraphic cables are owned and operated by sovereign states or by private companies.

7. *National forests with transportation routes* and supervisors' headquarters. U. S. Forest Service. Washington. 1909. 38" x 24".

8. *Transportation routes of the world.* U. S. Bureau of Statistics. Washington. Latest edition. 54" x 30". Vessel routes usually followed by steamship lines passing between ports with distances in nautical miles and a table of distances from New York, New Orleans, San Francisco, and Port Townsend to the principal ports of the world and the principal cities of the United States.

9. *Railway map of the Dominion of Canada.* Department of the Interior. Ottawa. 1910. 8 sheets combined to form a single map 103" x 57". Statistical tables of railways giving mileage operated, rolling stock, receipts and maintenance.

10. *Relief map of the Dominion of Canada.* Department of the Interior, Ottawa. 1904. 32" x 20".

11. *Map showing Indian reservations* within the limits of the United States. Report of Commissioner of Indian affairs, Washington. Latest edition. 34" x 24". Military stations, Indian agencies, schools and insane asylums are indicated.

12. *Map of the Panama Canal.* Isthmian Canal Commission. Washington 1907. 45" x 27". The annual reports contain many maps showing progress of work, etc.

13. *Products of South America,* Central America and the West Indies. International Bureau of American Republics. Washington. 1908. 33" x 21". The names of commercial products are printed on the map in the locality in which they are to be found.

14. *Map of the Philippines.* U. S. Insular Affairs Bureau. Washington. 29" x 46".

15. *Shippers' map* covering the territory from New York to Chicago and from Saginaw, Mich. to Richmond, Va. Rand McNally. New York. 1909. 134" x 54". Any section of the United States may be bought. The price varies from $1.15 per foot for sections of five square feet to 60 cents per foot for sections of 35 square feet or more. The scale is 8 miles to 1 inch. The railroads are clearly marked in different colors.

16. *Map showing the stations occupied by the U. S. Army.* U. S. War Department. Washington. 1910. 29" x 24". Application for this map should be made to the Chief, Second Section, General Staff. The boundaries of the departments and the location of all army posts are indicated.

17. *Coal fields of the U. S.* U. S. Geological Survey. Washington. 1908. 36" x 26". Contains statistical tables giving areas, estimated tonnage and production of the various coal fields of the U. S.

18. *Chart of the world on Mercator's projection* showing submarine cables and connections, and also tracks for full-powered steam vessels. U. S. Hydrographic Office. Washington, 1905. 47" x 28". Tables of distances including the principal ports of the world.

19. *Maps of the eleven divisions of the U. S. railway mail service.* International Correspondence School. Scranton, n. d. Various sizes. These maps are used in preparation for civil service examinations.

In selecting maps of foreign countries the following sets are recommended from which to choose.

Stanford's library maps. Size 65" x 58". Price mounted, 45s. each. 13 maps, including the world, continents, British Isles and British colonies.

Stanford's large series of school maps. Size 50" x 58". Price, mounted, 13s. each. 21 maps including the world, hemispheres, United States and British Colonies.

Stanford's new series of orographical school maps. Size about 50" x 60". Price, mounted, 20s. each. Six maps including the continents and the British Isles.

Johnston's imperial series of school wall maps. Size 72" x 63". Price, mounted, 19s. each. 18 maps including the world, hemispheres, continents, United States and British colonies.

Johnston's series of large school wall maps. Size 50" x 42". Price, mounted, 12s. each. 39 maps including the world, hemispheres, continents, principal European countries, United States and English colonies.

Philip's comparative series of large schoolroom maps. Size varies from 72" x 48" to 80" x 63". Price, mounted, varies from 14s. to 18s. each. 17 maps including the world, hemispheres, continents, and English colonies.

Philip's large political and commercial school-room maps. Size 68" x 54". Price, mounted, 14s. each. 18 maps including the world, continents, United States, and English colonies.

Rand McNally Columbia series wall maps. Size 66" x 46" and 46" x 66". Price, mounted, $7 each. 9 maps including the world, continents, United States, British Isles and Germany.

Separate maps from Stieler's Atlas of modern geography. Published by Justus Perthes. Various sizes. Prices vary from 3s. to 8s. each, mounted, index, 1s. 6d. extra. 12 maps including South America, United States and the principal European countries.

Kiepert's political and physical wall maps. (German text) Published by Dietrich Reimer. Size varies from 44" x 56" to 81" x 67". Price, mounted, varies from 11M to 22M. 38 maps including the continents, hemispheres, and European countries.

Sydow-Hadenicht physical wall maps. (German text) Published by Justus Perthes. Size varies from 59" x 67" to 80" x 66". Price, mounted, varies from 18M to 21M. 17 maps including the world, hemispheres, continents and principal European countries.

Debes' physical and political wall maps. (German text) Various sizes. Price, mounted, varies from 10M to 19M. 14 maps including the world, hemispheres, continents and Germany.

Trolley Guides and Maps

A list of guides is given in Bullinger's Monitor guide. Trolley maps and guides may usually be secured free from electric traction companies. For arrangement of trolley maps see Maps in File Box. A list of a few of the better guides and maps follows:

Philadelphia and suburban trolley guide. Anderson Publishing Co. 239 Dock St. Philadelphia. 10c.

Bay state triangle, historical and descriptive; trips by trolley in the country north of Boston. Katherine M. Abbott. 24 Fairmount St. Lowell, Mass. 12c.

Electric railway maps. Price Publishing Co. Lima, Ohio. New England states 25c; N. Y., N. J. and Pennsylvania, 25c; Ohio, Indiana and Michigan, 25c; Illinois and Wisconsin 15c.

Electric railway service. Arthur M. Allen, 454 Fulton St. Troy, N. Y. 10c. Includes Hudson river and near-by towns from Schenectady to Lake George.

Historic New England coast; N. Y. to Boston by trolley via shore of Long Island Sound and Connecticut valley; historical and descriptive. Katherine M. Abbott, 24 Fairmount St. Lowell, Mass. 12c.

Central states guide, covering Ohio, Indiana, Illinois, Michigan, part of Wisconsin and western N. Y. and Pennsylvania. Guide Publishing Co. Norwalk, O. 25c.

Trolley exploring. Brooklyn Daily Eagle. Brooklyn. 10c.

Trolley trips throughout New England and the Hudson River valley,including 50 maps. The Trolley Press Co. Hartford,Conn. 18c.

Trolley routes in N. J. Public Service Railway. Public Service Corporation, Newark, N. J. Free. Includes trolley lines from Paterson to Philadelphia.

Aids in Selection of Business Books

Selected list of books on business and related subjects in the Public Library of Brookline, Mass. 1910.

Catalog of Accountancy Library. Accountancy Library Association, Denver, Col.

Selected list of books on finance, banking securities, investment, speculation, etc. Gibson Publishing Co. 15 William St., N. Y.

Books on investment, speculation, finance, banking, accountancy, economics and business generally. Moody's Magazine, Book Department. 35 Nassau St., N. Y.

Books for bankers, including books on banking, money, commercial and banking law, corporations, political economy, interest, bond and exchange tables. Bankers Publishing Co., 253 Broadway, N. Y.

Making of a fire insurance library; a paper read before the meeting of the Fire Underwriters Association of the Northwest, at Chicago by Henry E. Hess.

Book list. The Accountancy Publishing Co. 32 Waverly Pl., N. Y.

Catalog of copyright entries. Library of Congress. Washington. Group 1. Part 1.

Check list of foreign government documents on finance in N. Y. Public Library by Adelaide R. Hasse. Bul. 5.

Catalog of insurance publications, American and foreign. Spectator Co. 135 William St., N. Y.

Bibliography of books on advertising in Scott, W. D. Psychology of advertising. 1908. p. 249–269.

Catalogue of the Williams and Rogers commercial publications. D. Appleton and Co. N. Y.

List of authorities on banking in Conant, C. A. Principles of money and banking by C. A. Conant. 1905. v. 2 p. 441-460.

Books about business. St. Louis Public Library. 1904. Oct. Bul.

Some books on business. San Francisco Public Library. 1905. March Bul.

Catalogue of the library of the Insurance Library Association of Boston comp. by Henry E. Hess. 1899.

Many of the Lists issued by the Library of Congress and the Superintendent of Documents relate to business.

Note also the catalogs of the following publishing houses. Ronald Press. 229 Broadway, N. Y. Spectator Co. 135 William St. N.Y. System Co. 60 W 23d St. N. Y. American Academy of Political and Social Science, Philadelphia.

Some General Works on Business

Cyclopedia of commerce, accountancy and business administration. American School of Correspondence. Chicago. 1910. 10v. $24.

Business man's library. System Co. 60 W 23d St. N. Y. 1907. 10 v. $10.

Appleton's business series. D. Appleton and Co. N. Y. Various dates. 16 v. $1.25 to $2. each.

American business and accounting encyclopedia, by W. W. Thorne. Business Man's Publishing Co. Detroit, Michigan. 1910. 6 v. $20.

Business reference library. International Correspondence School, Scranton, Pa. Various dates. 18 v. $5. each. Consists of the following volumes of the International library of technology. 40-43, 44B, 45, 58-61, 63-67, 89, 90, 99.

Encyclopedia of accounting. Wm. Green and Sons. 2 St. Giles St., Edinburgh. n. d. 8 v. 20s. each. An English authority that may be readily adapted to American conditions.

Government, State, Municipal, Board of Trade and allied Publications

Discovering and Selecting

We use the following:

Monthly catalog, United States public documents. Washington.

Note also the catalogs of U. S. government publications, the catalogs issued by the various departments and the price lists issued by the Superintendent of Documents.

Handbook of United States public documents. by Elfrida Everhart. H. W. Wilson Co. Minneapolis. 1910. $2.25.

Guide to the study and use of reference books, by A. B. Kroeger. A. L. A. Chicago. 1908. $1.50. Contains a useful list of references on government, state and city documents.

U. S. government documents in small libraries, by J. I. Wyer. A. L. A. Chicago. 1910. 15c.

International exchange list of the Smithsonian Institution. Smithsonian Institution. Washington. 1904. Free.

Union list of periodicals, transactions and allied publications currently received in the principal libraries of the District of Columbia. Washington. 1901. Includes the principal publications of foreign cities and countries.

Publications of the Library of Congress issued since 1897. Washington. 1910.

List of publications published or distributed by the International Bureau of American Republics. Washington. 1909.

Monthly list of state publications. Library of Congress. Washington.

Provisional list of the official publications of the several states of the United States from their organization, comp. by R. R. Bowker. 4 v. Publishers' Weekly. N. Y. 1899-1908. $10.

List of national, state and local commercial organizations, and local agricultural associations, comp. by the Interstate Commerce Commission. Washington. 1907. The publications of commercial organizations are not listed but the pamphlet is used to secure the names of organizations to which letters are sent for material.

Analysis and index of all reports issued by Bureaus of labor and statistics in the U. S. prior to November 1, 1892. U. S. Department of Labor. Special report No. 3. Washington. 1893.

Arrangement

All cataloged material is arranged by call number.

Government publications are arranged alphabetically by subjects; state publications alphabetically by states; municipal and board of trade publications alphabetically by names of cities in which published, and after the publications of the respective States in which the cities are located.

Narrow strips of Dennison gummed paper of different colors are pasted across the backs, extending a little over on to the front and

back covers, of these uncataloged pamphlets and books. The location on the shelf of each pamphlet or book thus marked is indicated by the color of the strip it bears, and by the height of that strip above the bottom of its back.

For example:

On the back of all publications of and on States whose names begin with any letter from A to G and of all publications of and on all cities in those states are pasted strips of red paper, each about a quarter of an inch wide. The strips are placed close to the bottom on the publications of and on the State and its cities which stand first in alphabetic order; on the publications of and on the State, and its cities, which stand next in alphabetic order the strips are about an inch higher,—and so on.

For each small group of States and their cities a strip of a different color is chosen, and the varying heights of the strips from the bottoms of the backs indicate the alphabetic order of each State, and its cities in each group.

For the cataloging of these documents see under heading Cataloging.

Manufacturers' Catalogs

Technical magazines of all kinds are examined for advertisements and descriptions of catalogs. Those are checked which promise to be of interest and value.

Copies of a circular letter, Fig. 6, are sent to selected firms in an envelope bearing on the corner the legend "Department of Manufacturers' Catalogs. The Free Public Library, Newark, N. J.", with a card Fig 7, No. 4, mentioned in the circular, to be added to the mailing list of the firm addressed that the library may receive new editions of catalogs as issued.

Requests in the last three years have been sent to about 1500 firms. About 75 per cent of these requests have been granted and the catalogs sent. Not many of those who send their publications continue to send without further request.

A catalog having been received, its receipt is acknowledged on a postal, Fig 7, No 3. The date of the receipt is noted on the inside margin of the page following the title page.

A Dennison round label, A-87, is pasted on the left side of the catalog cover half an inch from the edge and five inches from the bottom; if the catalog is wide enough to permit, the label is pasted on the back five inches from the bottom. A combined classification and shelf number is given to the catalog and written on this label. This call number is made by taking the first two letters of the word which best represents the subject of the catalog and adding to it the number 1. For a second catalog on the same subject the number 2 is added to the same letters, and so on. If the first two letters of the subject of a catalog have already been used for a call number and are needed for another, the first three letters are used and so on. For instance, Dr is used for drills and Dru for drugs.

This number is written in the upper left corner of a catalog card, Fig 7, No 1, followed immediately by the subject. The call numbers of other catalogs on the same subject are written on this card immediately below the first call number. A card is then written for the firm issuing the catalog, bearing, first, the name of the firm, then the address, then the word selected for the subject word of their catalog, and then the date when the catalog was received. The call number is written at the left. This is the author card. Fig 7, No 2.

If a catalog covers several subjects which it is desirable to index, subject cards are written for each subject, similar to the one already described, Fig 7, No 1, with the proper notes and the call number at the left. These cards, alphabetically arranged, form an index of the subjects covered by all catalogs. The author cards form an alphabetical list of the firms whose catalogs are contained in the collection. All these catalog cards are filed in the general catalog at the branch.

Once a year the catalogs are examined, the dates of those in hand noted and their later editions sent for, using a postal, Fig 8, when it seems desirable. If a new edition is received the date of receipt is noted on the author card.

The catalogs stand upright on the shelves, arranged in the order of their call numbers.

They are lent freely. To charge them the call number is written on a manila slip, under the general classification number, 600. The borrower's card number and date are written on it as in charging

books. The date is stamped on the inside cover of the catalog in the upper right corner, and T C, Trade catalog, is written on the borrower's card after the date.

Manufacturers' Catalogs

In the Business Branch of the Free Public Library at 18 Clinton St., Newark, New Jersey.

Newark is a manufacturing city of 350,000 people. Its Public Library, 170,000 vols., lends 950,000 vols. per year, has established a Business Branch in a room opening on a business street within two minutes of the business center of the city. In this branch is a collection carefully arranged and fully cataloged and indexed of nearly 3,000 manufacturers' catalogs.

These catalogs have heretofore been at the main library. They are now nearer the offices and factories of the city, where they will be more used.

At the Branch are many directories of cities, trades, etc., large maps of all the states and of many cities and many foreign countries, publications of boards of trade and of cities and states, especially those of interest to men of affairs, etc., etc.

The Branch is open daily, except Sundays, from 9 A. M. to 9 P. M.

Will you add your catalog to the collection above mentioned? Also, will you add the enclosed postal to your mailing list that the library may receive your future publications?

Yours very truly,

J. C. Dana,
Librarian.

S. B. Ball
In charge of Branch.

Fig 6. Letter asking for trade catalogs, sent to manufacturers.

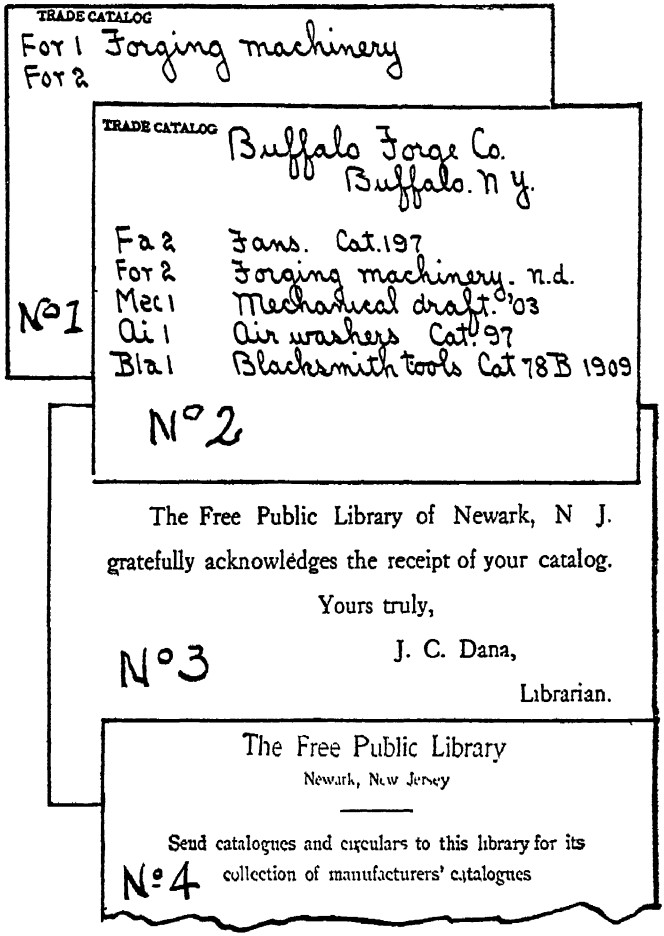
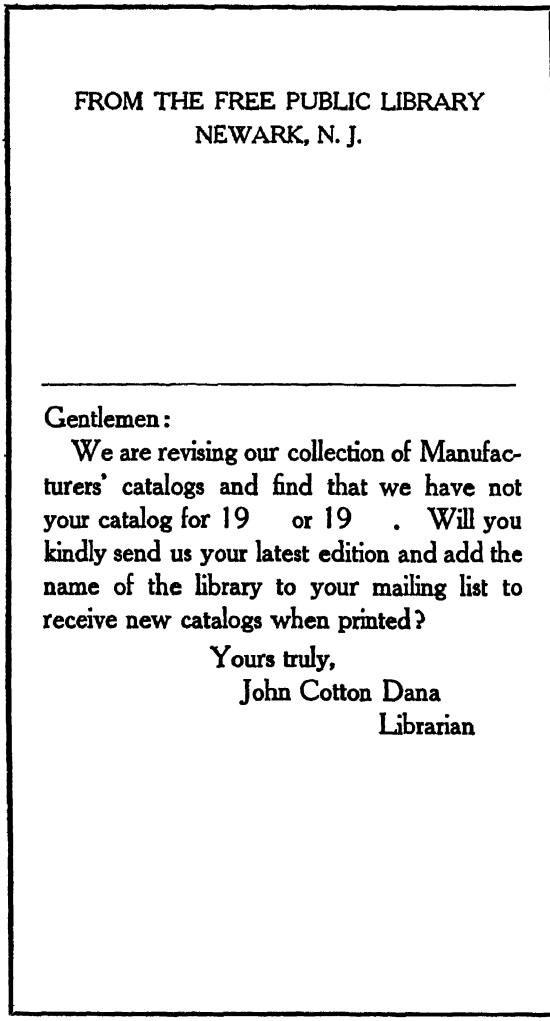


Fig 7. No. 1. Subject card for catalog of trade catalogs. No. 2. Author card for same catalog. No. 3. Post card acknowledging receipt of trade catalog. No. 4. Address card sent to manufacturers with the request for catalogs.



FROM THE FREE PUBLIC LIBRARY
NEWARK, N. J.

Gentlemen:

We are revising our collection of Manufacturers' catalogs and find that we have not your catalog for 19 or 19 . Will you kindly send us your latest edition and add the name of the library to your mailing list to receive new catalogs when printed?

Yours truly,
John Cotton Dana
Librarian

Fig 8. Postal sent to manufacturers asking for new edition of catalog.

Telegraph and Cable Codes

We have found the following codes are the ones most generally used:

International cable directory of the world in conjunction with the Western Union telegraphic code system. International Cable Directory Co., 17 State St., N. Y. 1901. $15.

A. B. C. universal commercial electric telegraphic code by W. Clausen-Thue, 5th ed. Van Nostrand, N. Y. 1901. $7.

Standard telegraphic code by B. F. Lieber. Lieber Code Co. 2 Stone St., N. Y. $10.

Periodicals

Discovering and Selecting Periodicals

We use the following:

American newspaper annual and directory. N. W. Ayer and Son. Philadelphia. Annual. $5.

Guide to the current periodicals and serials of the U. S. and Canada, comp. by H. O. Severance and C. H. Walsh. George Wahr. Ann Arbor, Mich. 1908. $2. Supplement 1910. 50c.

Catalog of copyright entries. Library of Congress. Washington. Part 2. Monthly. 50c.

Bulletin of bibliography. Boston Book Co. Boston. Quarterly. $1. Contains a record of new titles, changed titles and periodicals discontinued.

A list of many House organs appeared in "Printers Ink" for May 18, 1910. Information concerning House organs can be obtained from C. R. Lippman, Advertising Agency, 37 East 28th St., N. Y. This agency has a collection of about 500 different House organs.

Ordering Periodicals

General periodicals are ordered through a local agent.

U. S. Government periodicals are usually secured free through our representative in Congress.

Municipal journals are usually sent free. A nominal subscription price is charged for some.

Board of trade, Chamber of commerce and commercial organization periodicals are usually sent free.

Trade and labor journals are sent free.

House organs are usually sent free by manufacturers.

Arrangement of Periodicals

Kept on wide shelves placed close together. The title or subject of the periodical is printed in India ink on light weight card-board labels. These are fastened to the shelves with small thumb-tacks that they may be easily moved in making changes. To keep the labels clean a thin coat of varnish is put on after the labels are attached to the shelves.

General and business periodicals are stamped with the "Business Branch" rubber stamp when they are received, and entered on magazine record cards. The date of receipt is used for monthlies and quarterlies, and the date of issue for weeklies and bi-monthlies.

Municipal, Board of trade and Trade and labor union periodicals and House organs are neither stamped nor recorded.

General and business periodicals are arranged in one case alphabetically by titles.

Municipal, Board of trade and commercial organization periodicals are arranged in another case alphabetically by the name of the city or state from which they come.

Trade and labor union journals are arranged in a third case, alphabetically by the names of the trades they cover.

Cataloging Periodicals

Cards for general and business periodicals are placed in the general catalog under the heading Periodicals. Subject cards are made for all business periodicals. A guide card is placed before the periodical cards describing the different kinds of periodicals and their arrangement on the shelves.

Lending Periodicals

With the exception of current number all periodicals are lent for seven days, and a borrower may take as many as he needs.

A Few Useful Business Periodicals

American industries. Monthly. $1.
Bankers magazine. Monthly. $5.
Bulletin of the Pan-American Union. International Union of American Republics. Washington. Monthly.
Business man's magazine and book-keeper. Monthly. $1.
Business philosopher. Monthly. $1.
Business world. Monthly. $1.
Commercial America. Monthly. $2.
Commercial and financial chronicle. Weekly. $10.
Daily consular and trade reports. Bureau of Manufactures. Washington. Daily.
Exporter's review. Monthly. $3.
Freight, the shippers forum. Monthly. $3.
Gregg writer. Monthly. $1.
Industrial Canada. Monthly. $1.
Journal of accountancy. Monthly. $3.
Journal of commerce. Semi-weekly. $5.
Monthly summary of commerce and finance of the U. S. Bureau of Statistics. Washington. Monthly.
Moody's magazine. Monthly. $3.
N. J. commerce and finance. Weekly. $3.
Office appliances. Monthly. $1.50.
Official gazette. U. S. Patent Office. Washington. Weekly.
Phonographic world and the commercial school review. Monthly. $1.
Pitman's journal. (English edition) Weekly. $1.
Spectator. (Insurance) Weekly. $4.
System. Monthly. $2.
Ticker. Monthly. $3.

Municipal, Board of Trade and Commercial Organization Periodicals

So far as we know no list of these periodicals has been published. The titles of a few of them are given below:

Progress. Chamber of Commerce. Atlanta.
City record. Official publication of the city of Boston.
Advance New England. Chamber of Commerce. Boston.

Live wire. Chamber of Commerce and Manufacturers Club, Buffalo.
Dallas spirit. Chamber of Commerce. Dallas, Tex.
Greater Dayton. Chamber of Commerce. Dayton, O.
Denver municipal facts. Published by the city of Denver.
Progressive Houston. Published by the city of Houston, Tex.
Chamber of Commerce journal. London.
Lowell magazine. Board of Trade. Lowell, Mass.
Monthly bulletin. Chamber of Commerce of the state of New York.
Chamber of Commerce bulletin. Oakland, Cal.
Philadelphia. Published by the city of Philadelphia.
Pittsburg allied Boards of Trade journal. Boards of Trade, Chambers of Commerce and allied civic bodies of Allegheny Co.
The Great West. Chamber of Commerce. Sacramento, Cal.
Western monthly. Commercial Club. Salt Lake City.
Pacific Northwest commerce. Chamber of Commerce. Seattle.
Note also the South Carolina State magazine, Boston 1915, Forward of Indianapolis, the Logical point of New Orleans, the Atlantic City informer, and the Board of Trade journals of Wilkesbarre, Harrisburg, Jersey City, Providence, Portland, Ore., Des Moines, Jacksonville, Portland, Me., Great Britain, West Virginia.

Trade and Labor Union Journals

The local Trades Council endorsed a letter sent by the library to the principal Trade and labor unions of the country requesting that the Branch be placed on the mailing list for their journals.

The Branch now has on file the journals of over 50 Trade unions. Notices calling attention to these journals and to other material of interest to union men are sent to local unions to be posted.

Permanent Collections of Books

The usual reference books, encyclopedias, dictionaries, etc. to the number of 500.

About 3,500 volumes of a general character.

About 3,500 novels, standard and recent.

About 1,300 of the latest novels in the Duplicate Collection lent for one cent a day.

About 500 volumes of the world's best books in Everyman's Library.

About 500 books on business, accounting, etc., described elsewhere.

New Non-fiction

Each week, six new books of non-fiction are selected by the branch librarian from those in the cataloging room to be sent to the branch on a certain day. The fact that new books are received every week is an effective advertisement.

Business Books

Books relating to business, which are lent, are taken from the various classes in which they belong and placed in a special book-case. A small red label is placed on the backs of these books near the top as a guide in returning them to the shelves.

Temporary Collections

Travelling libraries. About 100 volumes of non-fiction are sent to the branch for six months and are then sent on to other branches. See Branches.

Temporary loans. Requests for books not at the branch are sent to the main library twice a day. Two daily deliveries are made to the branch from the main library and requests are filled as soon as possible after they are received. See Branches.

Selection of Books

The branch librarian recommends books for purchase once a month, or whenever in her judgment the collection needs it. Especial attention is paid to new directories, business books and year books.

Cataloging

All books permanently kept at the branch have author, title and subject cards.

The author cards for books other than novels are made by the cataloging department at the main library and the subject headings to be used are indicated on the backs of the author cards. The author cards are sent, in the books themselves, to the branch and the branch librarian makes title and subject cards.

A shelf-list on small cards is made for all non-ficton.

Books temporarily lent to branches by the main library are not found in the branch catalog. See Branches.

Many reports and pamphlets are of value for a short time only and consequently are not worth being entered in the catalog permanently. They stand on shelves in such places and in such order as to make them easily accessible, many being included in the groups described under the heading "Government, State, Municipal, Board of Trade and allied Publications." To make them still more available guide cards are placed in the catalog covering both cataloged and uncataloged material, as follows:

Entry words are written on cards in the usual position, covering the topics on which information is most often asked for at the branch. Then follows a note requesting the inquirer to ask to see, on the subject indicated by the entry word, such and such books, reports, journals, lists, etc. Some of these cards are printed, the references on them being such as will prove helpful to one who is making inquiries on any one of many subjects. Different entry words are, of course, written on different copies of these cards and all are then placed in the catalog in their proper places.

A few examples of these "Ask to see" cards are given below:

Chicago. Ask to see city reports, city, business and telephone directories, maps, municipal periodicals, Baedeker, almanac, census reports, climatology, Chicago atlas folio, official guide, etc.

Banks and banking. Ask to see state reports on banking, financial magazines, government reports, American bankers association reports, bankers register, library lists, catalogs of banking publications, bank laws, book of forms, reports, etc.

Advertising. Ask to see House organs, advertising periodicals, manufacturers' catalogs, lists of books, illustrations from picture collection, etc.

Patents. Ask to see Official gazette and other Patent office publications, list of patent attorneys, book of forms, laws, specifications, etc.

Railroads. Ask to see annual reports of railroads, Moody's

manual, government and state reports, railroad maps, periodicals, manufacturers' catalogs, census reports, list of books, etc.

Cement. Ask to see N. J. Geological survey reports, U. S. Geological survey bulletins, trade journals, manufacturers catalogs, geological maps, Hendricks', Thomas, Daily consular and trade reports, lists of books, etc.

West, The. Ask to see municipal periodicals; railroad circulars; board of trade reports; railroad, land office, post route and geological maps; Official guide, U. S. geological survey bulletins; periodicals; city and telephone directories; census and state reports; illustrations from picture collection, etc.

Printed Lists

The library prints lists of books on several hundred subjects. These are mounted on catalog cards and filed in the general catalog. At the top the card is stamped "Ask for a copy of this list."

Charging System

The charging system is the same as that in use at the main library.

Only one card is issued to a resident of Newark. This entitles him to books at the main library, branches and stations. A borrower is not limited as to the number of books he may take out and books drawn from the main library or any branch or station may be returned to the main library or to any branch or station.

Applications for cards are signed at the branch and if the name appears in the city directory, books may be drawn immediately on a liability slip. See Charging System.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part IV

Advertising

By J. C. Dana

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

Advertising

The library has been very fortunate in advertising itself, for it has always had the good will and the help of the newspapers of the city. The important papers, in English, are two evening dailies—one of them now has a morning edition—and a weekly, published on Sunday morning. These papers have, in the past ten years, published thousands of columns of reading matter and pictures bearing more or less directly on the library. The longer articles have usually been written by a reporter or a special writer; but many hundred items have been contributed by the librarian and members of the staff.

It is very fortunate for libraries that information about their resources, methods and aspirations is looked upon by newspapers as news and not as advertising. Many thousands of dollars would not pay for the kindly and sympathetic exposition of its wares and its work which the three leading journals of Newark, each with an average circulation of about 60,000 copies, have given the Newark Library in recent years.

Nothing is better for a public institution than publicity. The people who pay for its support are entitled to know—it is a part of their education to know,—all its ins and outs, its receipts, its expenditures, its methods, its plans and ambitions. Newspapers are almost invariably willing to print notes of these things. They feel that about the management of a public library there should not be, toward the public, the slightest intimation of a desire for secrecy.

Collection of News for Papers

Each department is asked to keep in mind the fact that the papers will print news concerning it, to learn to recognize news when seen,

and to suggest items or to write out items and hand them into the librarian's office for approval. Not very much comes by this method. Few assistants know news when they see it.

The best results are obtained by laying down definite news work for heads of departments. Under this plan, the lending department sends to the evening papers from three to six items per week, the approximate length and general character of which are previously agreed upon with the city editors. They are chiefly notes on special features of the department and lists of the most popular books of the week, with annotations.

The children's room sends in a story of some kind or calls in a reporter to get notes almost every week.

The librarian's office prepares every week during the winter a few items, sometimes amounting to half a column, about the libraries of the State, gathered chiefly by correspondence.

The catalog room prepares and the Sunday paper prints each week, statistics of circulation of the week just closed.

Most of the items sent in or given out to reporters and special writers pass through the librarian's office.

Special articles on the library are usually written by representatives of the papers which publish them, though notes, statistics, pictures, etc. are freely furnished by the library. I give below a few of the many topics treated by the papers in recent years. The articles of which the paragraphs below formed the headlines varied from a dozen lines to several columns in length.

A Few Typical Newspaper Headings

What Newarkers are Reading

New Books at the Library

Most Popular Books at the Library Last Year

Books upon Sicily and Calabria at the Library

Books in the Public Library for Railroad Men

Poe's Works are Popular among Library Patrons

Library's Growth during the Last Year

Library's Growth since the Opening, 19 Years Ago, with a large diagram

Public Library Has an Automobile Show in Printed Pages

Many Thousands Attend Geographical Exhibition at the Library

Many Books on Building Trades in the Library

Library's Books on Ships

The Public Library's Annual Report: an editorial

Great Demand at the Library for Lincoln Literature

Library Seeking to Make Books on Useful Arts Popular

Increasing Interest in Technical Books

The Library's Gardening Books

The Public Library's Trade Catalogs

Books at the Library upon Industrial Education

The Evolution of a Housewife; a study outline for women's clubs compiled by the Library

Books on Robert Fulton to be had at the Library

New Jersey as a Subject of Study of Women's Clubs; an outline prepared by the library

Library Furnishes Books on Wireless

A Handsome Bookplate made by a Newark engraver for the Library

Many Newark Investors use the Public Library

Mechanics Now Using the Free Public Library

La Bibliotheca di Newark;—an article from an Italian paper

Solid Reading Pleases Young Library Patrons

Library Reference Department a Great Help to the Practical Man

The Children's Room

An Exhibition Held in the Library

Special Activities Promote Newspaper Notes

The promotion of a Museum Association and the establishment by that association of the beginnings of an art museum in the library

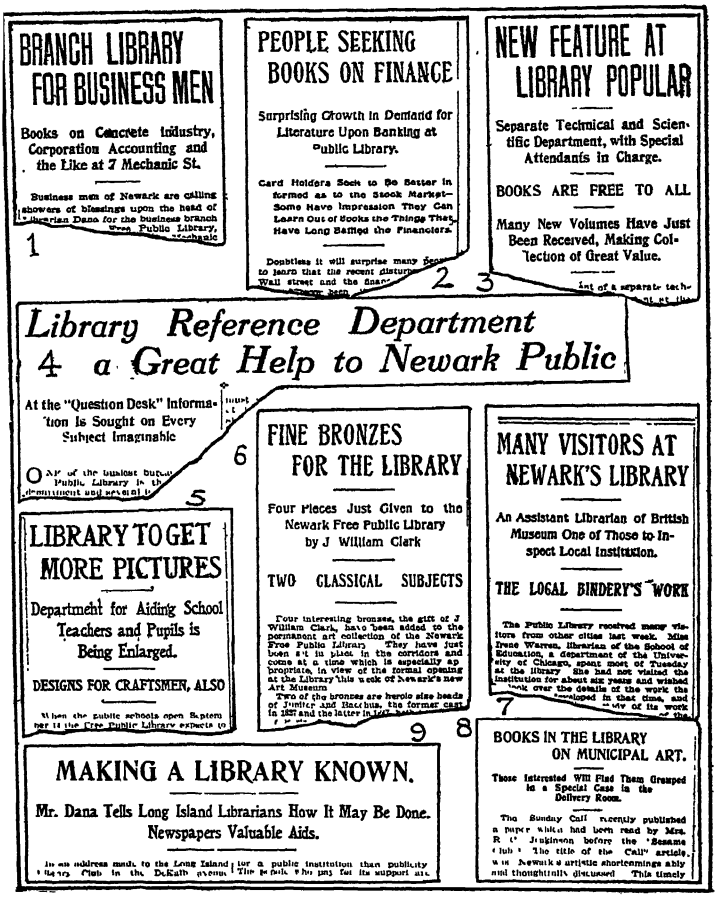

BRANCH LIBRARY FOR BUSINESS MEN
Books on Concrete Industry, Corporation Accounting and the Like at 7 Mechanic St.
Business men of Newark are calling showers of blessings upon the head of Librarian Dana for the business branch
Free Public Library,
Mechanic
1
PEOPLE SEEKING BOOKS ON FINANCE
Surprising Growth in Demand for Literature Upon Banking at Public Library.
Card Holders Seek to Be Better Informed as to the Stock Market—Some Have Impression They Can Learn Out of Books the Things That Have Long Baffled the Financiers
Doubtless it will surprise many
to learn that the recent disturb
Wall street and the finan
2
NEW FEATURE AT LIBRARY POPULAR
Separate Technical and Scientific Department, with Special Attendants in Charge.
BOOKS ARE FREE TO ALL
Many New Volumes Have Just Been Received, Making Collection of Great Value.
3
Library Reference Department
4 a Great Help to Newark Public
At the "Question Desk" Information Is Sought on Every Subject Imaginable
5
6
FINE BRONZES FOR THE LIBRARY
Four Pieces Just Given to the Newark Free Public Library by J William Clark
TWO CLASSICAL SUBJECTS
Four interesting bronzes, the gift of J William Clark, have been added to the permanent art collection of the Newark Free Public Library. They have just been set in place in the corridors and come at a time which is especially appropriate, in view of the formal opening at the Library this week of Newark's new Art Museum.
Two of the bronzes are heroic size heads of Jupiter and Bacchus, the former cast in 1837 and the latter in 1677.
9
8
MANY VISITORS AT NEWARK'S LIBRARY
An Assistant Librarian of British Museum One of Those to Inspect Local Institution.
THE LOCAL BINDERY'S WORK
The Public Library received many visitors from other cities last week. Miss Irene Warren, librarian of the School of Education, a department of the University of Chicago, spent most of Tuesday at the library. She had not visited the institution for about six years and wished to look over the details of the work the
developed in that time, and
of its work
7
LIBRARY TO GET MORE PICTURES
Department for Aiding School Teachers and Pupils is Being Enlarged.
DESIGNS FOR CRAFTSMEN, ALSO
When the public schools open Supervisor of the Free Public Library expects to
BOOKS IN THE LIBRARY ON MUNICIPAL ART.
Those Interested Will Find Them Grouped in a Special Case in the Delivery Room.
The Sunday Call recently published a paper which had been read by Mrs. R. C. Jaglinow before the Seasame Club. The title of the Call's article was Newark's artistic shortcomings ably and thoughtfully discussed. This timely
MAKING A LIBRARY KNOWN.
Mr. Dana Tells Long Island Librarians How It May Be Done.
Newspapers Valuable Aids.
In an address made to the Long Island
Club in the DeKalb avenue
for a public institution than publicity
The people who pay for its support are

Fig 1

Figure 1

1 Seven inches in the Newark Evening Star on Branch 1.

2 Column in the Sunday Call on special demand for books on finance.

3 Three fourths of a column in the Morning Star on the technical department.

4 Three fourths of a column in the Evening Star on the reference department, with head lines covering the width of three columes.

5 Three fourths of a column in the Evening News on the picture collection.

6 Three fourths of a column in the Call about a gift of bronzes to the library.

7 Half a column in the Sunday Call describing a visit from an assistant librarian of the British Museum.

8 Eight inches in the Sunday Call advertising books on municipal art.

9 Column and a half in the Evening News giving an address by the librarian before the Long Island Library Club. Reprint on a single sheet.

building; the establishment of a small science museum in the building; the founding of a permanent engraving exhibit by the library and the establishment of a book club called the Carteret Book Club; all these and other kindred activities centering at the library have drawn attention to the building and the books it contains, and with the many hundred meetings of educational, philanthropic and other organizations held each year in the building, have led to the incidental mention of the library many times in the public press. This fact may be illustrated by a few typical headings of newspaper articles of recent years, as follows:

Many Thousands Attend Exhibits at the Library

Newark Museum of Art Proposed; Meeting Held in the Library

Carteret Book Club Organized: Meeting in the Library

Artistic Samples of Work of the Printers' School Shown at the Library

Book Material on Exhibition

New Jersey's Mineral Wealth Set Forth in Newark Science Museum

Bookplates Shown at the Newark Library

Manufacturing Jewelers Listen to a Lecture on Technical Education at the Library

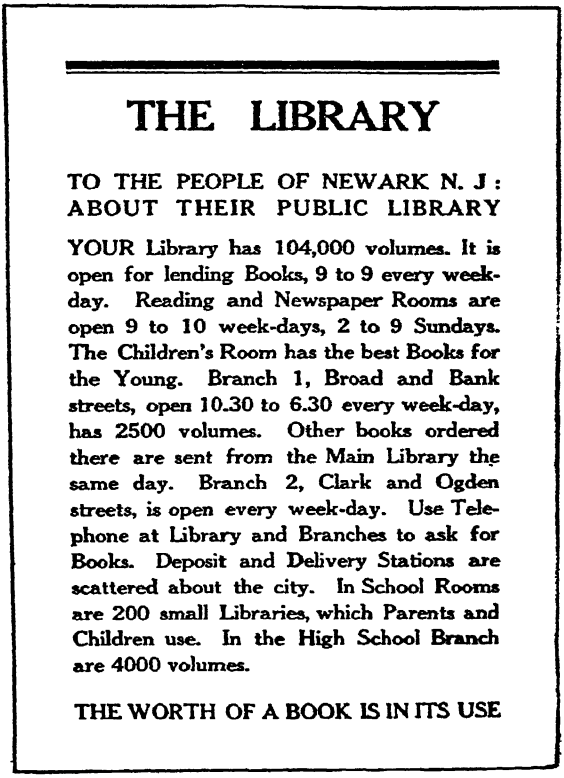
Marvels of Japanese Art Aptly Illustrated by an Exhibit at the Library

Note the clippings from Newspapers, showing headlines for library news, Fig 1, Nos 1 to 7 and Fig 9, No. 7.

Posters

Posters concerning the library have been printed several times and are kept up to date and reprinted on the library press. Fac-similes of two of them are shown in Figs 2 and 3.

The value of posters is apt to be over-estimated. They are expensive; to put them up in proper places is difficult and takes a good deal of time; and they are read by few. A few lines in a newspaper, repeated in a few successive issues if need be, will far outweigh in influence the work of many expensive and widely displayed posters.



THE LIBRARY

TO THE PEOPLE OF NEWARK N. J:
ABOUT THEIR PUBLIC LIBRARY

YOUR Library has 104,000 volumes. It is open for lending Books, 9 to 9 every week-day. Reading and Newspaper Rooms are open 9 to 10 week-days, 2 to 9 Sundays. The Children's Room has the best Books for the Young. Branch 1, Broad and Bank streets, open 10.30 to 6.30 every week-day, has 2500 volumes. Other books ordered there are sent from the Main Library the same day. Branch 2, Clark and Ogden streets, is open every week-day. Use Telephone at Library and Branches to ask for Books. Deposit and Delivery Stations are scattered about the city. In School Rooms are 200 small Libraries, which Parents and Children use. In the High School Branch are 4000 volumes.

THE WORTH OF A BOOK IS IN ITS USE

Fig 2 Size, 9 x 14, type form, 5 x 8. Printed several years ago. No longer used.

Of course, in certain special cases, the poster, or something akin to it, is needed and is helpful. We put up those of a general character in branches and deposit stations; special ones in schools and factories, and posters which could more properly be called signs are freely used, see Figs 4, 5 and 6, to call attention to branches, stations, hours, special collections, special methods, etc.

The poster on the cover is 16 x 23, type form, 11 1-2 x 17. It was first printed, on the library press, for a Connecticut library meeting. Note also Fig 11 and its legend.

General Circulars

The remarks just made about the relative value of the poster and the newspaper item apply, in our experience, to the general circular. It seems rarely worth its labor and its cost. Even when the circular is addressed to a special part of the people only and not to the whole community, see Fig 7 Nos 1, 4, 5, 9, Fig 8, Nos 2, 4, 7 and Fig 9, Nos 5, 6, it does not, in our experience, produce effects proportionate to its cost.

Special Circulars

These are more generally worth while, in some cases they seem to produce results that could be secured in no other way. All those shown, Fig 7, Nos 6, 7, 8, Fig 8, Nos 5, 7, 8 and Fig 9, Nos 3, 4, were prepared for a definite purpose, to reach a definite and limited group of people, were distributed largely by mail and brought definite responses.

Circulars of these kinds seem to meet with favor with the general public; even those not specially interested in the contents of them perhaps like to see their local institution making itself known in this attractive way; also, their preparation, publication and distribution seem to help the staff to realize their opportunities and responsibilities.

These special circulars are, as the cuts show, of many kinds. The cuts and the legends opposite explain their purpose and the manner of their distribution so fully that it is not necessary to say more about them. Many of them have already been spoken of in Book Lists and other Library Publications.

THE FREE PUBLIC LIBRARY

TO THE PEOPLE OF NEWARK, N. J. ABOUT THEIR PUBLIC LIBRARY

Your library has 165,000 volumes. It is open for lending books from nine to nine every week-day. The Technical Department is open from nine to ten week-days, and from two to nine Sundays. The Children's Room has good books for the young. The School Department has the books most useful to teachers. The Art Department has many thousands of pictures and designs.

¶ Branches: Business Branch, 18 Clinton St. Clark St. Branch, Clark and Ogden Streets. Roseville Branch, 429 Seventh Avenue. Springfield Avenue Branch, 245 Springfield Ave. Ferry Street Branch, 205 Ferry Street. Clinton Branch, 502 Clinton Ave. These Branches are open every week-day. The Business Branch at 18 Clinton St. is open daily, except Sundays and Holidays, from 9 a. m. until 9 p. m. It has 8,000 volumes. Other books which are asked for there can be sent from the Main Library the same day. The High School Branch has 6,000 volumes.

¶ Deposit stations are scattered about the city. In the public schools there are three hundred and twenty small libraries which parents and children use. Use the telephone to ask for books at the Main Library and Branches.

THE WORTH OF A BOOK IS IN ITS USE

Fig 3 Poster, printed on the library press. Paper 12 x 19, type form 9 x 16 1-2

Bulletins

The bulletins here alluded to are mimeographed sheets, letter size, containing annotated lists of books on certain special topics, issued monthly and mailed to selected lists of certain classes of people such as ministers, teachers, manufacturers in some one field, designers &c. Fig 10. These also have been fully described in Book Lists and other Library Publications. They are of the nature of special circulars, and they seem to give a good deal of satisfaction and to produce fairly definite results. They are not only mailed to the persons whom they are especially designed to interest; but are also placed on tables with other lists in the lending department and elsewhere in the main library and branches to be taken by any who care for them.

Book Lists

These also have already been quite fully described. As not many of them are mailed or distributed outside of the library and its branches, they can hardly be considered as advertising material. The library has for the present discontinued its regular monthly list of additions in the form of a journal, on the ground that more people are furnished with lists of the books they are specially interested in if the money formerly put into one large monthly list is spent on many brief lists, printed or mimeographed. These brief special lists, as noted in Booklists, &c, are much used. New lists are constantly being made, old ones are constantly revised and suggestions for new subjects for them are received almost daily, directly or indirectly, from interested readers.

Study Clubs

Study clubs, chiefly women's organizations, have greatly promoted the use of the library. Every year their programs are collected in the reference department; every year to all those in and near Newark a note is sent offering to assist in making programs and to furnish any needed material for study; and every year the assistant who has their interests in hand attends many of their meetings, and if proper opportunity arises, makes known the library's resources and willingness to give aid. Fig 7, No 8.

All this work will be fully set forth in the pamphlet on the subject

to appear later. It is enough here to say that study clubs in and near Newark have proved most helpful in promoting the use of the library and have advertised it very widely and to good purpose.

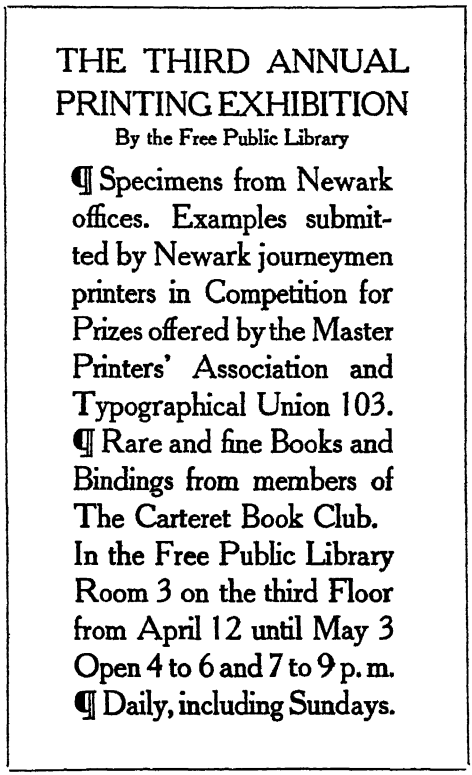


Fig 4 Printing exhibition poster, 17 x 26, type form 9 x 19 Printed on the library press.

The Lending Department

In making the library known the first and best of all its own agencies is, of course, its lending department. At this place more people learn

what the library is, how it conducts itself, what it wishes to do and what it is doing in the community, than anywhere else. At this place, also, visitors to the library get their impression of the administration of the institution. Here they learn to like or dislike it, to approve or disapprove of it, to wish it well or to criticize it, to give it sympathy and aid, or neglect and discouragement.

It is a commonplace that the most efficient people in a library, those best able both to attract and to help others, should be detailed to meet the public at the lending desk.

Telephone

The telephone is noted on letter heads and on many notes, circulars and lists as a convenient means of communicating with the library. The main library is connected with the telephone exchange by two independent trunk lines, our own exchange is connected from 8.30 to 6.30 every day with 23 telephones on the desks of heads of departments, in the stack and in other places, and every branch has an instrument. The telephone calls from the public increase slowly but steadily and now number about 8000 to the main building alone each year. Special efforts we have made to increase the use of the library by this means of communication, do not seem to affect the rate of increase. This fact may perhaps be called another sign that most people still look upon a library as an institution for the "literary," for those who read either purely for pleasure or for that indefinite something called "culture," and is not designed to be, does not try to be and can not be, useful to the man or woman of affairs.

Out of Town Publications

The contributions made by the librarian or members of the staff to magazines or journals published in other cities are of no small advertising value, especially if, as is often the case, they are republished in the local papers.

Non-Library Contributions to the Local Press

The librarian and some members of the staff are deeply interested in the progress of the city and try to keep themselves acquainted with

at least a few of the more important movements for education and general civic advancement. As a natural result they now and then

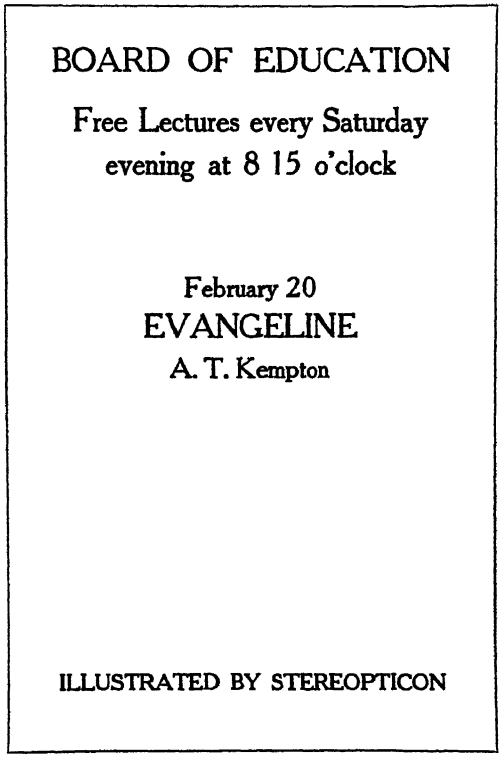


Fig 5 Poster for Board of Education lectures, 13 x 17 1-2, type form, 10 x 14. Printed on the library press.

send articles or letters to the local press on subjects of the day. These contributions may properly be regarded as advertising; they at least show that the library staff is alive to the city's interest and concerned in its welfare.

Librarian and Staff as Advertisers

In the course of a year the librarian and members of the staff have the opportunity to help to make the resources and the aims of the library better known through their acquaintances in the city, their membership

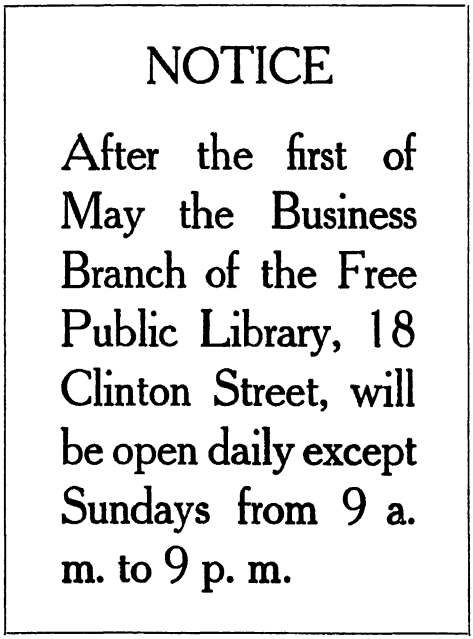


Fig 6 Sign for a branch library 17 x 17 1-2, type form, 9 x 10. Printed on the library press.

in clubs and societies, and the remarks or set speeches they may make at formal dinners and other gatherings. These opportunities are of course taken advantage of where they may be with propriety. While it is often not permissible to talk shop, the fact that the library is a public institution and is everybody's business and interests almost all

people, makes talk concerning it appropriate on occasions where one's private and personal business would be quite out of place.

Organizations Closely Related to the Library

Newark suffers in its social, educational, musical, scientific and artistic life from the fact that it is near New York. In fact the development of institutions along these and other lines in the whole State has been seriously delayed by the fact that, since the very settlement of the country, Philadelphia on the west and New York on the east have drawn to themselves much if not most of the interest among dwellers in the State in the subjects just mentioned. The distracting and almost paralyzing effect on local institutions of the inter-city position of the State is shown by the fact that although it is one of the oldest of the States, has always been prosperous and is today very wealthy and in its own lines progressive, it has never possessed a public art museum, or a science museum of any note. It may seem at first glance, that Newark, as the State's largest and richest city, should long ago have established the institutions just named and other kindred ones. To those familiar with our geographical, industrial and social conditions the fact that it has not done these things needs no explanation.

Exhibitions

As already said, our exhibitions are factors in newspaper advertising in that they are almost always well written up in the daily press. They also draw attention to the library through the visitors they attract to the building. When they are made up of material furnished by the library, like books, parts of books, maps, designs, and pictures they point directly to the library's resources. Whatever subjects they may touch upon they lead naturally to the compilation of lists of books on those subjects, and these lists, being distributed among visitors to exhibitions, serve as effective advertisements.

This method of advertising will be fully discussed in a later pamphlet on Exhibitions in the Library.

Branch Libraries and Deposit Stations

These of course are visual demonstrations of the library's resources.

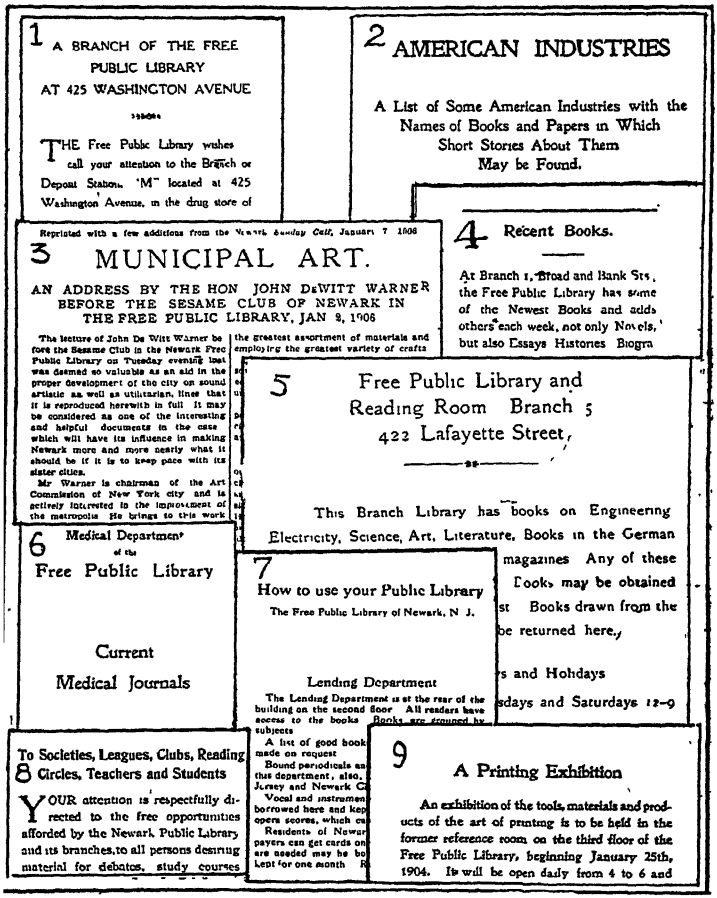

1
A BRANCH OF THE FREE PUBLIC LIBRARY AT 425 WASHINGTON AVENUE
THE Free Public Library wishes call your attention to the Branch or Deposit Station, 'M' located at 425 Washington Avenue, in the drug store of
2
AMERICAN INDUSTRIES
A List of Some American Industries with the Names of Books and Papers in Which Short Stories About Them May be Found.
Reprinted with a few additions from the Newark Sunday Call, January 7 1906
3
MUNICIPAL ART.
AN ADDRESS BY THE HON JOHN DeWITT WARNER BEFORE THE SESAME CLUB OF NEWARK IN THE FREE PUBLIC LIBRARY, JAN 8, 1906
The lecture of John De Witt Warner before the Sesame Club in the Newark Free Public Library on Tuesday evening last was deemed so valuable as an aid in the proper development of the city on sound artistic as well as utilitarian, lines that it is reproduced herewith in full It may be considered as one of the interesting and helpful documents in the case which will have its influence in making Newark more and more nearly what it should be if it is to keep pace with its sister cities.
Mr Warner is chairman of the Art Commission of New York city and is actively interested in the improvement of the metropolis He brings to this work
the greatest assortment of materials and employing the greatest variety of crafts
4
Recent Books.
At Branch 1, Broad and Bank Sts, the Free Public Library has some of the Newest Books and adds others each week, not only Novels, but also Essays Histories Biogra
5
Free Public Library and Reading Room Branch 5
422 Lafayette Street,
This Branch Library has books on Engineering Electricity, Science, Art, Literature, Books in the German
magazines Any of these
Books may be obtained
st Books drawn from the
be returned here,
s and Holidays
sdays and Saturdays 12-9
6
Medical Department of the
Free Public Library
Current
Medical Journals
7
How to use your Public Library
The Free Public Library of Newark, N J.
Lending Department
The Lending Department is at the rear of the building on the second floor All readers have access to the books Books are grouped by subjects
A list of good book made on request
Bound periodicals an that department, also, Jersey and Newark C
Vocal and instrumen borrowed here and kep opera scores, which ca
Residents of Newar payers can get cards on are needed may be be Kept for one month R
8
To Societies, Leagues, Clubs, Reading Circles, Teachers and Students
YOUR attention is respectfully directed to the free opportunities afforded by the Newark Public Library and its branches, to all persons desiring material for debates, study courses
9
A Printing Exhibition
An exhibition of the tools, materials and products of the art of printing is to be held in the former reference room on the third floor of the Free Public Library, beginning January 25th, 1904. It will be open daily from 4 to 6 and

Figure 7

Figure 7

1 Single sheet, 5 x 8, 500 copies distributed by hand and otherwise in the neighborhood of a new branch.

2 Eight page leaflets, 5 x 7 1-2, containing references to American industries classified by kinds. For use in schools.

3 Four page reprint, 5 x 7 1-2, of the report of an address delivered in the library from the Sunday Call.

4 Single leaf, 5 x 9, 500 copies distributed by hand and through the mail.

5 Single sheet, 6 x 9, 300 copies distributed by hand and otherwise in the neighborhood of a branch.

6 Four page leaflet, 3 1-4 x 5, 500 copies, mailed to members of the medical profession in the ctiy.

7 Four page leaflet, 3 x 5, 5000 copies, distributed from the lending department and other library centres.

8 Single sheet, 3 x 5, 500 copies, distributed by mail to presidents and secretaries of study clubs.

9 Six page folder, 7 x 3 1-2, 500 copies distributed by mail and from library centers to advertise a printing exhibit.

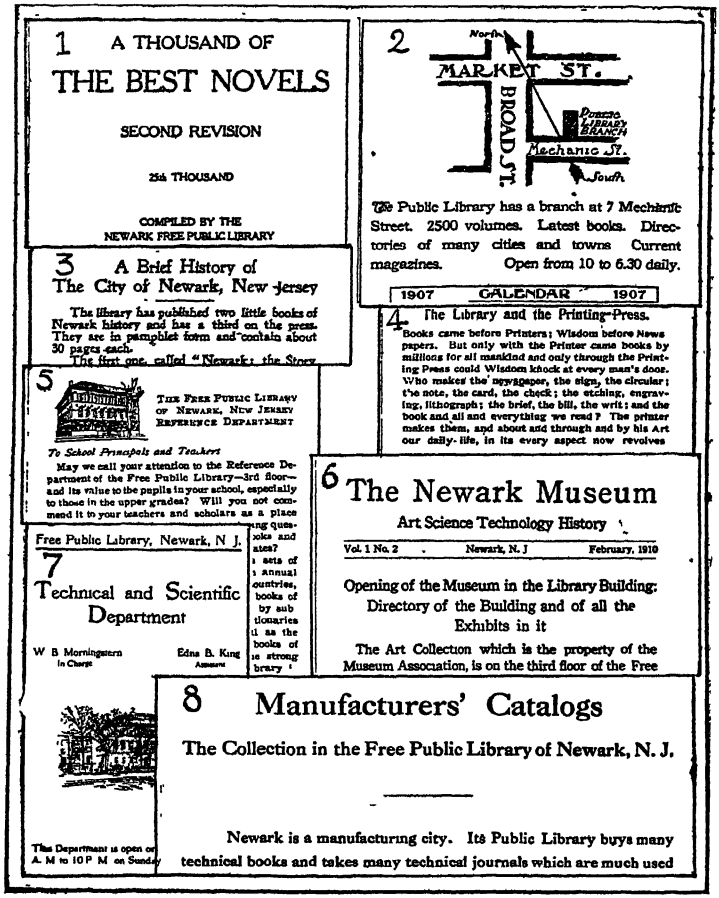

1
A THOUSAND OF
THE BEST NOVELS
SECOND REVISION
25th THOUSAND
COMPILED BY THE
NEWARK FREE PUBLIC LIBRARY
2
North
MARKET ST.
BROAD ST.
Public Library Branch
Mechanic St.
South
The Public Library has a branch at 7 Mechanic Street. 2500 volumes. Latest books. Directories of many cities and towns Current magazines. Open from 10 to 6.30 daily.
1907 CALENDAR 1907
3
A Brief History of
The City of Newark, New Jersey
The library has published two little books of Newark history and has a third on the press. They are in pamphlet form and contain about 30 pages each.
The first one, called "Newark: the Story
4
The Library and the Printing-Press.
Books came before Printers; Wisdom before Newspapers. But only with the Printer came books by millions for all mankind and only through the Printing Press could Wisdom knock at every man's door. Who makes the newspaper, the sign, the circular; the note, the card, the check; the etching, engraving, lithograph; the brief, the bill, the writ; and the book and all and everything we read? The printer makes them, and about and through and by his Art our daily-life, in its every aspect now revolves
5
THE FREE PUBLIC LIBRARY OF NEWARK, NEW JERSEY
REFERENCE DEPARTMENT
To School Principals and Teachers
May we call your attention to the Reference Department of the Free Public Library—3rd floor—and its value to the pupils in your school, especially to those in the upper grades? Will you not commend it to your teachers and scholars as a place
6
The Newark Museum
Art Science Technology History
Vol. 1 No. 2 Newark, N. J February, 1910
Opening of the Museum in the Library Building: Directory of the Building and of all the Exhibits in it
The Art Collection which is the property of the Museum Association, is on the third floor of the Free
Free Public Library, Newark, N. J.
7
Technical and Scientific Department
W. B. Morningstern
In Charge
Edna B. King
Assistant
oks and
ates?
sets of
annual
ountries,
books of
by sub
tionaries
ll as the
books of
ie strong
brary
8
Manufacturers' Catalogs
The Collection in the Free Public Library of Newark, N. J.
Newark is a manufacturing city. Its Public Library buys many technical books and takes many technical journals which are much used
This Department is open on
A. M to 10 P. M on Sunday

Figure 8

Figure 8

1 List, 5 x 7 1-2, 36 pages, 30,000 copies, sold in large quantities and small to other libraries and at 5c each in the lending department of this library.

2 Card, 4 x 5, calendar below, 3,000 copies distributed by hand and by mail in the neighborhood of a branch.

3 Leaflet, 4 1-2 x 7, 2 pages, 1,000 copies distributed by the school department and children's room.

4 Single sheet, 4 x 7, 5,000 copies printed in the library on a power press, during a printing exhibition and distributed at all centers and by mail to advertise the exhibition.

5 Four page leaflet, 5 1-4 x 7 3-4, 500 copies mailed to school principals and teachers of Newark.

6 Four page leaflet, 5 x 9, 5,000 copies distributed by mail and from the art department. Museum publication.

7 Four page leaflet, 3 1-8 x 4 3-4, 3,000 distributed by mail and from all library centers.

8 Single sheet, 8 x 11, 1,000 copies distributed by mail from the technical department to manufacturers asking for their catalogs.

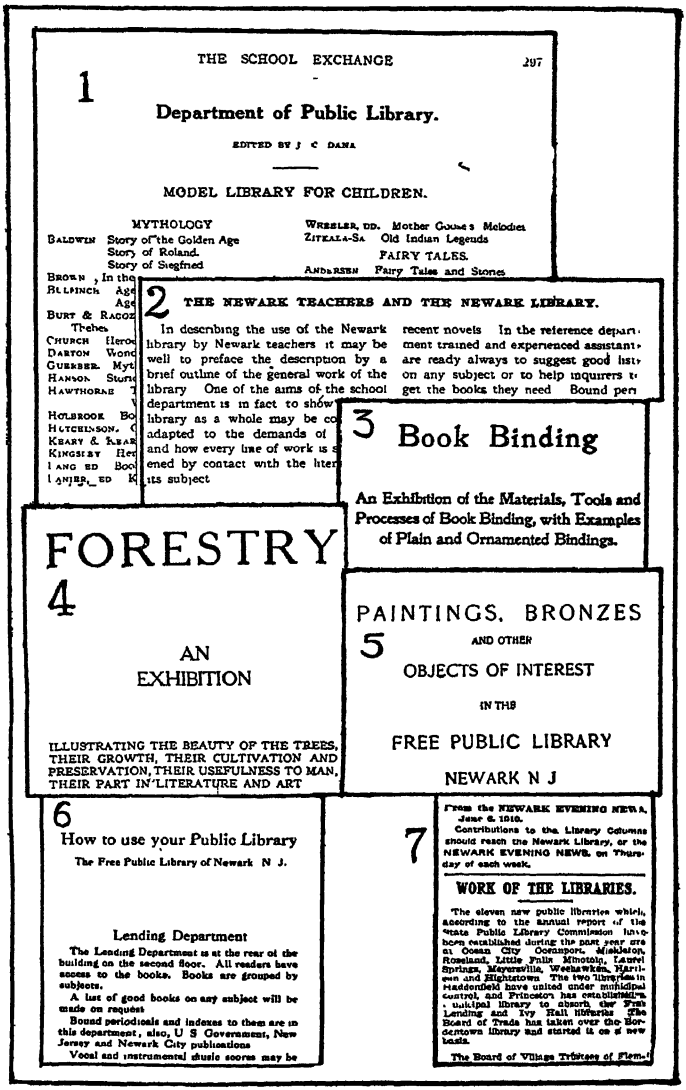

1
THE SCHOOL EXCHANGE
297
Department of Public Library.
EDITED BY J C DANA
MODEL LIBRARY FOR CHILDREN.
MYTHOLOGY
BALDWIN Story of the Golden Age
Story of Roland.
Story of Siegfried
BROWN , In the
BULFINCH Age
Age
BURT & RAGOZ
Thebes
CHURCH Hero
DARTON Wond
GUERBER. Myt
HANSON Stori
HAWTHORNE
HOLBROOK Bo
HUTCHINSON.
KEARY & KEAR
KINGSLEY Her
LANG ED Boo
LANIER, ED K
WHEELER, DD. Mother Goose's Melodies
ZITKALA-SA Old Indian Legends
FAIRY TALES.
ANDERSEN Fairy Tales and Stories
2
THE NEWARK TEACHERS AND THE NEWARK LIBRARY.
In describing the use of the Newark library by Newark teachers it may be well to preface the description by a brief outline of the general work of the library One of the aims of the school department is in fact to show library as a whole may be co adapted to the demands of and how every line of work is s ened by contact with the liter its subject
recent novels In the reference depart ment trained and experienced assistant are ready always to suggest good list on any subject or to help inquirers t get the books they need Bound per
3
Book Binding
An Exhibition of the Materials, Tools and Processes of Book Binding, with Examples of Plain and Ornamented Bindings.
FORESTRY
4
AN
EXHIBITION
ILLUSTRATING THE BEAUTY OF THE TREES, THEIR GROWTH, THEIR CULTIVATION AND PRESERVATION, THEIR USEFULNESS TO MAN, THEIR PART IN LITERATURE AND ART
PAINTINGS, BRONZES
5
AND OTHER
OBJECTS OF INTEREST
IN THE
FREE PUBLIC LIBRARY
NEWARK N J
6
How to use your Public Library
The Free Public Library of Newark N J.
Lending Department
The Lending Department is at the rear of the building on the second floor. All readers have access to the books. Books are grouped by subjects.
A list of good books on any subject will be made on request
Bound periodicals and indexes to them are in this department; also, U S Government, New Jersey and Newark City publications
Vocal and instrumental music scores may be
7
From the NEWARK EVENING NEWS, June 6, 1910.
Contributions to the Library Columns should reach the Newark Library, or the NEWARK EVENING NEWS, on Thursday of each week.
WORK OF THE LIBRARIES.
The eleven new public libraries which, according to the annual report of the State Public Library Commission have been established during the past year are at Ocean City Oceanport, Middleton, Roseland, Little Falls Mhotoln, Laurel Springs, Mooresville, Weehawken, Harrison and Hightstown The two libraries in Haddonfield have united under municipal control, and Princeton has established a municipal library to absorb the Free Lending and Ivy Hall libraries The Board of Trade has taken over the Bordentown library and started it on a new basis.
The Board of Village Trustees of Flem-

Figure 9

Figure 9

1 and 2 Pages from the School Exchange, a periodical published by the teachers of Newark. Page, 6 3-4" x 10 1-2", type form, 1-4" x 8 1-4". In this number, March 5, 1910, appeared a list of several hundred of the best books for children, compiled by the library.

3 Circular, 16 pages, 500 copies, descriptive of an exhibition of book binding. Page, 4 1-2" x 6 7-8", type form 3" x 5 1-4. Distributed at the exhibition and by mail. Copies went to every library in which the exhibition was shown.

4 Circular descriptive of a Forestry Exhibit. 12 pages, 2000 copies. Page, 6 12" x 4 1-2", type form, 3 7-8" x 5 1-2. Distributed at the exhibition.

5 Pamphlet, 22 pages, 500 copies. Page, 7" x 4 3-4", type form, 3" x 5 1-4". Descriptive of art objects in the library. Distributed through the library and sent by mail, with a note calling attention to their contents, to many citizens.

6 Four page folder descriptive of the library, 3000 copies. Page, 3" x 5", type form, 2 1-2" x 4". Distributed through all departments and branches.

7 Clipping from Newark Evening News showing heading under which appear on the editorial page, nearly every week during the winter months, items concerning libraries of the State, sometimes half a column. The News gives the library galley proofs, and these are sent by the library to the State Library Commission, to the libraries which contribute the notes, and to other libraries in the state asking them to send news notes for the next week.

The value of branches as promoters of the use of books does not seem to depend so much on the character of the rooms or buildings they occupy, as upon the quantity of books offered in them, the degree of hospitality shown in their administration and the appropriateness of of the books placed in them to the people who live near them.

The six branches we now have are in rented rooms, stores on business streets, all but one being quite small. From these six branches books are now lent at the rate of about 450,000 volumes per year. With larger quarters and more books we would no doubt lend more volumes; we have no reason to think that with costly buildings, with the same equipment of books, the same number of assistants and the same hours of opening, we would lend any more than we do now. I mention this because the modest branch in a rented room is something many small libraries can well aspire to, and can gain from them a greater publicity and a larger use of their resources than they often think possible.

Our deposit stations are in drug stores and news-stands and are fairly successful. Delivery stations we have given up as not worth the cost of operation; though we continue weekly deliveries to the deposit stations and more or less frequent deliveries to branches, as patronage and location warrant.

Lectures in the Library

The library itself rarely conducts a lecture. The many which are given each year in the lecture hall and other rooms are provided by outside organizations. The Board of Education uses the lecture hall, which has an electric lantern, for one of its many series of free illustrated lectures, every Saturday evening through the winter. The County Medical Society, the Board of Trade, and other like bodies have occasional lectures in the same room; the Newark Institute of Arts and Sciences conducts each winter in the lecture hall and in other rooms several series of lectures by professors from colleges and universities in New York City, all of them leading to college certificates or degrees.

The library gets publicity from all these meetings; its books are

FREE PUBLIC LIBRARY OF NEWARK, N. J.

February-March, 1906 Applied Arts Bulletin Number 10

SOME RECENT TECHNICAL BOOKS ADDED TO THE LIBRARY

Building Construction

Booker. Elementary practical building construction. 69CB64

Eckel. Cements, limes and plasters. 691Ec5

Middleton. Building materials. 691M58

Twelvetrees. Concrete steel. 691T91

Electricity

Horstmann & Tousley. Modern electrical construction. 537.8H7811

Houston. Electricity in every day life. 3v. 537H8114

Sloane. Electrician's handy book. 537.8S1511

Smith. Practical testing of dynamos and motors. 537.8Sm5

Telephony

Abbott. Telephony 5 vols. 654Ab2
v.1 Location of central office
v.2 Underground conduits
v.3 The cable plant
v.4 Aerial lines
v.5 The substation

SOME RECENT MAGAZINE ARTICLES ON THESE SUBJECTS

A remarkable building movement. Carpentry & Building March

The new New York houses. Architectural Record February

Commercial palaces; the new Tiffany building, etc. Architects' & Builders' Magazine February

The model house costing from $1,200 to $2,400. American Homes & Gardens March

Power plant economist. Electrical Journal February

Elementary lectures on electricity. p.88 Power February

The lighting problem in residential streets. p.414 Electrical World February 24

Fig 10 Mimeographed circular or bulletin, 8 1-2 x 11, sent to jewelry firms and to individual artisans

often alluded to by the speakers and are referred to on programs, posters and syllabi.

In our experience the people who attend lectures are not much given to reading, and this seems to apply even to those who attend a formal series of lectures for strictly educational purposes, to gain, for example, credits toward a degree. The lecture system of education may have its good points; it does not seem very provocative of the use of books.

Work with Schools

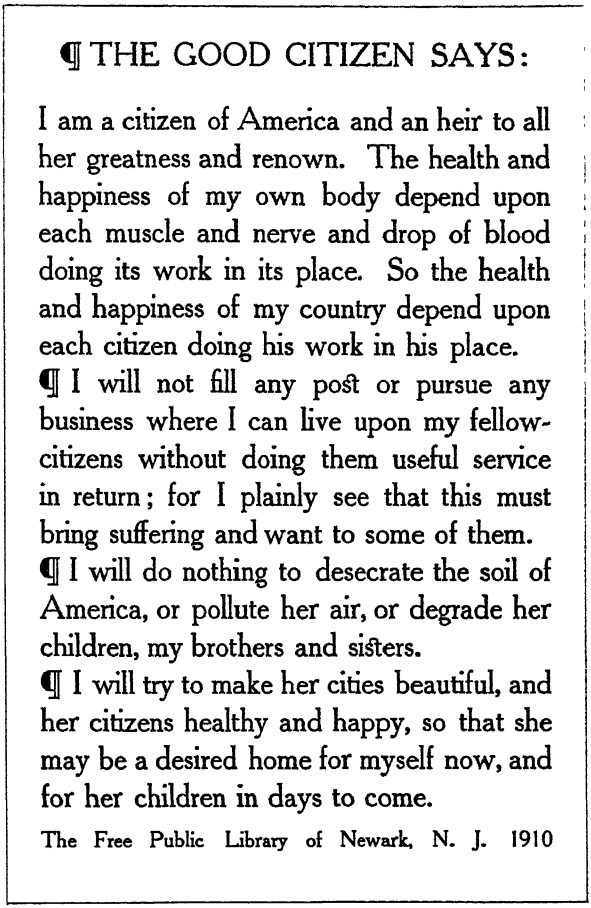
The branch in the High School with 5000 volumes and a trained librarian; the small libraries in several hundred school-rooms; the school department room; the picture collection largely used by teachers; all these advertise the library directly by their presence, and indirectly by letters and circulars concerning them sent to teachers, principals and pupils.

Here it may be well to say that we find it difficult to secure the attention of teachers to circular letters or notices of any kind. If sent to their homes they are more apt to be noted than if sent to school-rooms. This is probably partly due to pressure of routine work while actually within the school building and partly to the natural tendency of school authorities to look with small favor on the intrusion of outside affairs in school hours.

Notes sent with the express authority of the Department of Superintendence receive careful attention; but it has been the library's policy, in developing the use of its books by teachers, to ask for the backing of the supervising authority on the fewest possible occasions; preferring to secure the cooperation of teachers by leading them to see that cooperation is worth while, rather than by anything that savors of compulsion.

Many visits to school-rooms are made each year by the chief and assistants in the school department. These sometimes lead to a rapid increase in the number of young book borrowers; an increase which is not in all cases of much permanence or value. The visits are usually planned more to secure fuller and heartier cooperation from teachers than to inspire the children with a desire to borrow another book.

Fig 11 and its legend are self explanatory.



¶ THE GOOD CITIZEN SAYS:

I am a citizen of America and an heir to all her greatness and renown. The health and happiness of my own body depend upon each muscle and nerve and drop of blood doing its work in its place. So the health and happiness of my country depend upon each citizen doing his work in his place.

¶ I will not fill any post or pursue any business where I can live upon my fellow-citizens without doing them useful service in return; for I plainly see that this must bring suffering and want to some of them.

¶ I will do nothing to desecrate the soil of America, or pollute her air, or degrade her children, my brothers and sisters.

¶ I will try to make her cities beautiful, and her citizens healthy and happy, so that she may be a desired home for myself now, and for her children in days to come.

The Free Public Library of Newark, N. J. 1910

Fig 11 The original is printed on a card, 12 x 17 1-2, type form, 8 1-3 x 12 1-2. Copies of this were printed on the library press and sent, at the request of members of the Board of Education, to all the upper grades in the grammar schools. They are placed in school rooms, and "what the good citizen says" has been committed to memory by many hundred children in the city.

WILL YOUR CLASS DO AS WELL?

THE GOOD RECORDS OF GRADUATES OF OUR HIGH SCHOOL

Consider this record of fifty-five young men who graduated from the Barringer High School ten years ago, 1898:

Thirty-two went to a college or a technical or professional school, and some of these took post-graduate courses.

Many of those who did not go to college continued their studies for several years.

¶ The nineteen who did not go to college are now in active business or professional life; three are Civil Engineers; others are, a Varnish Manufacturer, an Electrical Contractor, a Printer, a Shirt Manufacturer, a Musician, a Manufacturing Chemist, a Fire Insurance Official, and a paying Teller in a prominent Trust Company.

Of the thirty-two who went to college several are practicing law or medicine; the rest are successful in such positions as these:

¶ Instructor Stevens Institute; Manager of Office of Rail Joint Company; Assistant Entomologist Rutgers; Assistant Laryngologist New York University; Designing Engineer with American Transformer Company; Inspector for Fire Underwriters' Bureau; State Assemblyman from Essex County; Secretary of Ohio Society of Mechanical, Electrical and Steam Engineers; Member of New York Cotton Exchange; Manager of prominent firm of Gold and Silversmiths; Manufacturing Jeweler; Assistant Cashier of prominent New York Bank; Attending Gynecologist New York University and Bellevue Medical Clinic; Sales Engineer with Buffalo Forge Company; Editor of New England Magazine and Member of the Staff of Collier's.

¶ This record came into my hands by accident. I did not hunt for the class with the best record and cannot tell whether this is a typical one, though I believe it. Other classes have no doubt done as well but their records have not come to my notice. I am sure the High School has sent out many classes which have shown as clearly as has this one that this school gives its students a thorough training and fits them well to succeed, to increase their earning capacity and to

move toward the top in a wide variety of careers in the business, technical and professional world.

I must not fail to mention that of these graduates of our High School who are taking such excellent places in the world of industry, science and the professions, thirty-three are residents of Newark. Can Newark do better for itself than to maintain institutions which train youths to become its own worthy citizens, influential, conservative and standing for all the better things in the city's life?"

¶ The above is a part of an anonymous letter which I read in the Newark Evening News on February 10th, 1909. I have had it printed and have asked to have it hung here because I believe it will encourage students in our schools to try to equal the good record of this class.

Newark N. J. March 1909 A Friend of the Schools

Printed on the library press, on paper, 19 x 30, type form 13 1-4 x 22 1-2, and mounted on heavy card board, at the request of a friend of the schools who is a member of the Board of Trustees of the library, and by him given, in some cases handsomely framed, to nearly every school building in the city. The text of this poster was composed in the library. Like the Good Citizen poster, having been printed at the library and sent out by it, it has, of course, served as an advertisement of the library's activities and of its good will toward the schools.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part V

The School Department

Section 1. The School Department Room

By J. C. Dana

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

NOTE

Following this introductory pamphlet comes the "Course of Study for Normal School Pupils in the Use of a Library", already published. Next will come Books and Magazines for Teachers; Work with Schools, and School Libraries; A Model Library for Children; School Pictures, Educational and Decorative; and The Picture Collection, in the order given.

J. C. D.

The School Department Room

The Library's Limits in Work With Children

This department has charge of all the work of the library with teachers and pupils.

The library has only one children's room, that in the main building, which will be described in another pamphlet in this series. Each of the six branches has a few children's books; but no special children's department. The library has no expert story tellers and gives no story-hours; organizes no boy's clubs; puts out no home libraries; makes no elaborate bulletins; has no picture books for the very young; and looks upon its one children's room rather as a place in which to study typical child readers and the popularity and value of books offered to them, than as a school for teaching morals, manners or the art of reading.

This series is chiefly devoted to a full and simple statement of the methods followed in the Newark library. But the methods followed in respect to children differ somewhat from those followed in most public libraries, and it seems proper to depart here a little from a plain statement of facts and give some of the reasons for adopting the methods pursued.

Reasons for Newark Methods

A public library's primary function is to buy books and so to arrange them that they can be easily and advantageously used by the people who pay for them.

It may with propriety do as much to promote the use of these books, by making its building attractive; by the publication of bulletins, lists and letters; by personal attention to visitors and other methods as its

own peculiar conditions seem to warrant. It may also extend its work into other than strictly library fields to as great an extent as needs seem to suggest and the community approves.

With both adults and children common sense dictates that all work, other than the purchase, arrangement, presentation and exposition of books, be such as will produce, with a minimum of expense, the maximum of wise use of books in the long run.

School and Library Conditions

Putting aside, for purposes of the statement which follows, the many questions which arise concerning the extension of a library's activities in its relations with adults, and confining ourselves to its relations with children, we find this condition of affairs:

Newark has a population of about 350,000. Of this population, about 110,000 are between the ages of five and twenty. The public school system has 62 buildings, 1300 teachers, and principals, 1150 school rooms and expends each year about $1,000,000 for maintenance and from $250,000 to $1,000,000 for improvements and extensions. Private and parochial schools have about 10,000 pupils and expend each year a large sum in teaching them. Public and private schools together have under their direction and instruction a total of about 60,000 children between the ages of five and nineteen.

The library, on the other hand, has an annual income of $110,000. The cost of maintaining the central building is very great, and when to this cost is added that of maintaining six branches in rented quarters, and the salary roll for 80 persons, including staff, messengers, janitors, engineers and firemen, the balance left for books and other purposes is very small.

The Library as a Teacher

If, now, with this balance an effort were made to reach and directly to influence the reading habits of all of the 110,000 children of the city, or even of the 60,000 in the schools, that effort would be ridiculously futile. If the income of the library were increased to $175,000. which would be relatively very large for a city of its size, and if with the added income there were opened twenty children's rooms under skilled assistants with bulletins, story hours, home libraries,

boys clubs and voluntary aids, only a very small per cent of all the 60,000 children could be personally reached for more than a few minutes each year, and the majority would not thus be reached at all. The failure to attain the object aimed at would still be pitiful and ridiculous.

The situation as thus set forth is in effect identical with that found in every large American community which is maintaining a public library. The library cannot, with the income granted to it, make of itself a direct teaching institution which will reach more than a small fraction of the community's juvenile population.

The library cannot make itself, as we thus see, an effective teaching institution. Is it desirable that it become such? The obvious answer is that, as the city has already provided itself with an institution for the promotion of formal education, with more than ten times the income and more than twenty times the staff of the library, it is not wise for the latter to attempt to take on the functions of the former.

Arguments for Teaching by Libraries, and Replies

If any exception can be taken to this obvious conclusion it must rest,

1. On the fact that the library can somewhat extend its work into the educational field without lessening its efficiency in fields obviously more proper to it; or

2. On the fact that it can set, in the educational field, and without limiting its proper work, an excellent and helpful example to the schools; or,

3. On the fact that by becoming directly educational to a slight degree it can make its library work, properly so called, so much more effective that the diversion of expenditures to the teaching line will be justified.

Taking, in reverse order, these possible exceptions to the obvious conclusion that a library may not wisely attempt to reach and direct and train all the children in its city, these comments suggest themselves:

(3) A library can divert money and energy to work with children and can thereby doubtless reach more children and reach them more effectively; but, as it has already been shown that it can reach only a pitiful minority even if it devote all its income thereto, it is plain that

unless to reach all the children it can, at whatever sacrifice, is its one and only duty, it should reach out to so many only as a careful study of its whole field of work and a careful partition of its income over that whole field will permit. The city already provides largely for formal training; the library has many functions, most of them obviously as important as the invasion of a field already occupied; and a very moderate expenditure of money and energy on child training is plainly indicated.

(2) If the library knows more about education in any department than do the schools themselves, that department is very evidently not that of story-telling or kindergartening in any of its phases; but that of silent reading and general book-using; and this is the department in which more can be done by direct appeal to a few teachers than by demonstrating at great expense on groups of children at times when they are not under the teachers' observation. The educational appeal or the educational work looking to improvement in the work of our schools should be directed, not to the children but to the teachers.

(1) The scope of library work that is quite distinctly such is so wide and so much of it is still crying out to be done, that it is impossible to persuade the observant that needed efforts within the field will not be curtailed still more than they now are if time, money and energy are spent in pedagogic activities which are not within the field.

Even the task which surely lies within the library's field, that of making easily accessible at the precise psychologic moment, to every child in the city who can read, the book which suits his capacities and needs,—even this task is far beyond the power of the library in any large city, even if it spend all its income for children's books and equipments of children's rooms. If adequate books and borrowing centers for children are beyond the library's powers to supply, and if to supply such centers to some extent is one of its obvious duties, it follows that the library must inevitably under present conditions fall far short of fulfilling its mission or it must fill it by securing the cooperation of some other educational agency. It must turn to the teachers and the schools, and, resisting the temptation to enter upon direct educational work with children, thus depleting its fund for book-buying and book-distributing, must so conduct its work that it will secure cordial

and intelligent cooperation from the schools. It must, in a word, entrust most of its books to the hands of teachers, and induce them to use them in that personal and intimate work with the city's children which its own resources do not permit it to carry on.

Further Discussion of the Subject

In further pursuance of the discussion it should be said that the fact that the few children who are reached by a library's teaching staff are pleased with the ministrations they receive is not an argument for the extension of those ministrations. Also it should be said that the work which most appeals to librarian and staff is not necessarily the best work they can do for the community. And, once more, the rather novel, dramatic and pictorial qualities which personal instruction of children gains under library conditions are not evidence of the slightest value that such ministrations are the wisest part, or even a proper part, of a library's activities.

I do not wish to give the impression that I am opposed to the purchase of children's books and the opening of children's rooms in public libraries. The arguments in favor of such work have long seemed to me unanswerable. But I do believe that we have allowed a pardonable enthusiasm to carry us too far. In the story-hour, for example, we have permitted our delight in the pleasure we can give, almost casually, to a very few of the children in our respective communities, to blind us to the fact that we are, when we take up such work, not only stepping into another's field, but also grievously neglecting our own.

If our attempt to carry on direct work with children has done no other harm, it has tended to give us an exaggerated idea of our own pedagogic knowledge and skill and made us correspondingly disdainful of like attainments and skill in teachers. We can not approach the teacher in a way agreeable to her if we are pluming ourselves on our superiority to her.

We certainly have not yet solved all the questions involved in the extra-curriculum reading of school children or in the use of library books by teachers. Does not our enthusiastic endorsement of certain current methods of library administration almost forbid careful study of them?

Some of the Library's Appropriate Work

The argument has been thus far mainly negative. Going back to the educational conditions in this city, typical of those prevailing in all American cities, with 1300 teachers and an annual expenditure of $1,000,000 for salaries, books and other equipment; as against a library expenditure of $110,000 and a library staff of 40, one finds that the positive side of the argument at once asserts itself. The library should make itself useful to teachers.

If it can convince the proper school authorities that children can be more thoroughly and wisely trained for citizenship by training them more effectively in reading and book-using habits, then it can approach the teachers with proffers of assistance of a kind which the teachers know are approved by those who manage the schools.

If library books in the school room make the teacher's work easier and more effective, then it is the library's good fortune if it can furnish those books.

If the library can gain helpful hints as to the choice of books for children and methods of using them through observation of the few children with whom it comes into personal relations in its children's room, it may well pass on those hints to teachers who care for them.

If teachers are not skilled in reading, in knowledge of books, or in the use of books, and if the library's relations with them and its income permit, then the library may well help those teachers who desire to acquire the skill they lack.

Here it should be noted, however, that while one hour of instruction to a group of forty teachers is multiplied by forty when those teachers go into their respective class-rooms, and is therefore work of a most effective kind in the field of children's reading and book-using; still, that instruction is the proper function of the schools and should be passed over to them at the earliest possible day.

If the library can supply material helpful to the teacher in the many extra-curriculum features of their work, like celebrations of special days and study of special topics, it can count itself fortunate.

In a word, the teacher is the proper approach to the child in any library's community; and it is with this thought in mind that work with children has been pursued in Newark. A natural outcome of this

thought is the school department, organized by Miss Gilson in 1907, and the room which formed its headquarters, briefly described as to its general features in this pamphlet.

The Teacher's Alleged Inefficiency

It may be said that in the foregoing discussion I have overlooked the inefficiency of the teacher; that I have failed to give sufficient weight to the fact that few teachers are great readers, are familiar with children's books, are interested in promoting the habit of silent reading, can use books skillfully or can teach the art of using them, care to take the trouble either to secure a collection of books for their rooms from the public library, or care to use them or know how to use them effectively if they are secured.

The librarian's indictment against the teacher as thus stated is a heavy one. And I am sure I have not tried to ignore it in the argument I have made that libraries should ask her assistance in reaching the children instead of attempting the perfectly futile task of reaching the children directly.

On this point of the teacher's failure to do what we consider effective work in our particular field several things may properly be said.

First, the fault lies not with the teacher's capacity or her good will. In high school, normal school and college she was not taught the supreme importance of reading skill and reading habit; she was not made to study literature for children or how to use it; she was not told about public libraries or how they could help her; and, she was not given practice in the art of using books or in the methods of teaching that art. Coming into her work she finds a crowded curriculum with no mention in it of the promotion of home reading or of use of books by or through the resources of the public library; in fact she finds no mention of the library at all; she finds no suggestion that she can, by using the library, either make her daily work easier or add to its efficiency; and, she gets from those in authority no hint that she can, by cooperating heartily with the library, acquire such merit as may improve her rating and increase her salary. It is not strange that she is inclined to be indifferent to the library's advances. We must look upon

her seeming indifference and lack of skill in our line as not at all her fault. The fault lies in her training, and the failure of her training can be traced back to certain unfortunate features of college and university work, and they in turn chiefly to the persistence of certain academic ideas in education.

Another thing which needs saying is, that librarians may attach undue importance to their books and what can be done with them; or may take the attitude that their skill in books gives them an educational importance which the facts of life do not warrant.

Also it should be said that the demands of public opinion have made it necessary so to crowd the curriculum, and therefore the daily routine of the schoolroom, that time to use the books the library may supply may be quite wanting.

The Teacher's Opportunity Relatively Very Great

Finally, and this is perhaps the most important point of all, the teacher can, in spite of what librarians consider a serious lack in her training, arouse, guide, intensify and extend the taste for reading in her pupils with great ease, if she will. She has the opportunity, and in spite of all the deficiencies we are inclined to credit her with, she has the ability to do more to promote the habit of reading good books in the forty odd children who are in her care for four hundred hours in a half year than can a library assistant, with however great histrionic ability, in the half dozen short hours that may be given her in the same half year.

The contrast here is worth drawing plainly. Here are a thousand teachers, not incompetents, and not eye-servants, and all as willing as our own associates to do good work, each meeting for two or three hours twice each day on ninety days scattered through five consecutive months (I am speaking of the half-year system as followed in Newark) the same group of forty children, all of nearly the same age, of similar upbringing, acquainted with one another, kindred in thought and knowledge and easily moved by the spirit of the crowd; and each one of these teachers may,—and will in the fullness of time,—twice each day in a brief minute's time say a hundred words about a book, a story, a poem, the delights of reading or about any one of the thousand things that are bound up with the good books

a library can furnish. With such work, with such a reading and book-using propaganda, should we compare for one moment that which can be carried on in its community by a library which devotes any or all of its relatively minute powers to direct personal contact—teaching by whatever method?

Location and General Arrangement of the Room

The School Department Room is on the ground floor of the Library, to the right of the main entrance and opposite the Children's Room. It opens into the Picture Collection Room in the rear.

As shown in Fig. 1 the room is 29 x 32 and 23 x 30. By telephone it is in communication with all other departments of the Library; and calls from outside are also taken here.

Fig. 1 makes clear the location of desks, tables, bookcases and picture racks.

The room is open from 9 to 6.30 daily, except Sundays and holidays; Saturdays from 9 a. m. to 9 p. m. Ordinarily two assistants and one messenger are required to carry on the work.

Books in the Room

The books are for use in the room only and may not be taken away. Duplicate copies of all of them are to be found in the lending or children's departments or both. The books are divided into the following groups:

(a) *Teachers' professional library.* This now includes about 600 titles on pedagogy, history of education, psychology, and other subjects. The pamphlet in this series on Books and Magazines for Teachers will consist chiefly of a list of the books in this collection which seem most essential, the books to which every teacher in the public schools, and more especially every grade teacher, should have easy access.

(b) *Magazines for teachers.* Thirty educational magazines are here on file. The back numbers may be borrowed for home use. For a list of the best of these, the essential ones, see Books and Magazines for Teachers.

(c) *Text-book Collection.* This consists of a complete set of the text-books, including all supplementary material, authorized by the

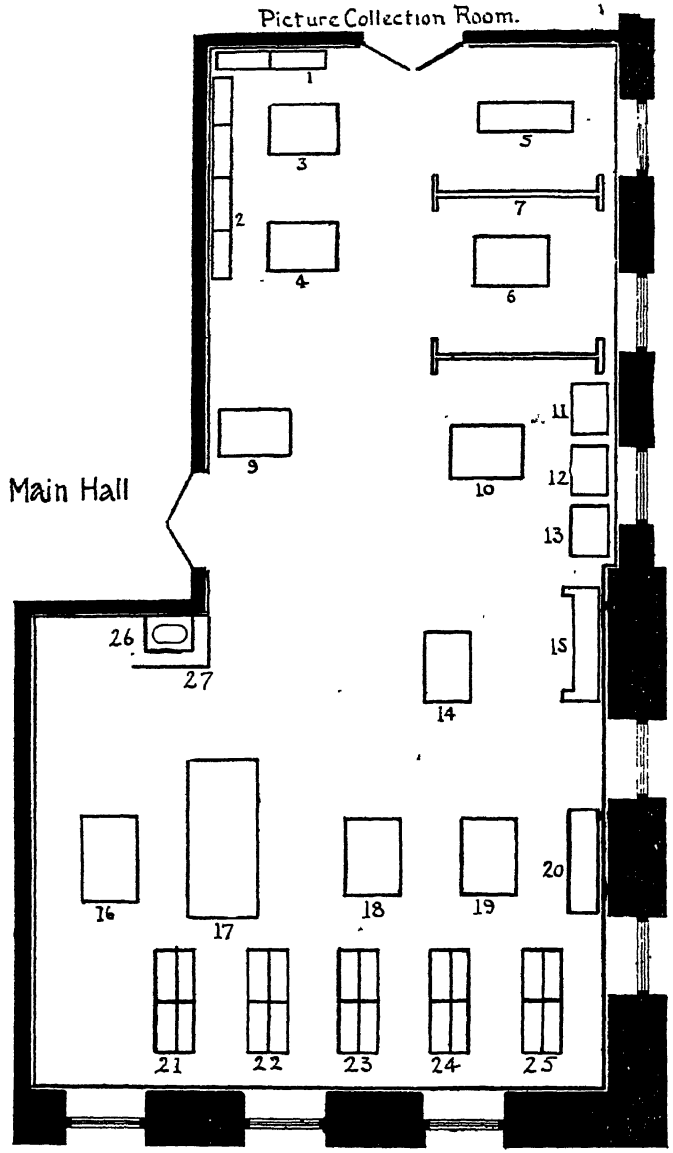

Picture Collection Room.
Main Hall
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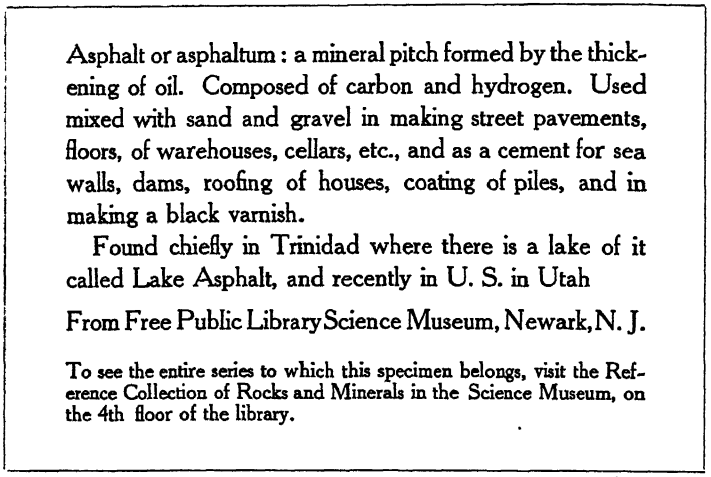
Fig 1. Plan of School Department Room

1–2. Book cases holding reference books for children.
3–4. Study tables for children.
5. Low table for exhibits, &c.
6. Study table for adults.
7–8. Screen for exhibits.
9. Desk for assistant.
10. Study table for adults.
11–12–13. Racks for large decorative and educational pictures.
14. Desk of chief of department.
15. Settle.
16–17–18–19. Tables.
The vertical file is on table 19. Educational journals are on table 17.
20. Flat top show case containing mineral specimens.
21–25. Book cases containing books for teachers, model library for young people, text books used in the Newark schools, etc.

Board of Education for use in the Newark schools. They are classified by grades and the grade is marked on the back of each book. A teacher can thus see at a glance all the books used in her grade. This grouping is especially useful to a teacher who is transferred from one grade to another or to a teacher coming from another city to teach here.

In addition to the approved school books, there is also here a collection of text-books not on the Newark approved list which teachers find useful for comparative study.


Asphalt or asphaltum: a mineral pitch formed by the thickening of oil. Composed of carbon and hydrogen. Used mixed with sand and gravel in making street pavements, floors, of warehouses, cellars, etc., and as a cement for sea walls, dams, roofing of houses, coating of piles, and in making a black varnish.

Found chiefly in Trinidad where there is a lake of it called Lake Asphalt, and recently in U. S. in Utah

From Free Public Library Science Museum, Newark, N. J.

To see the entire series to which this specimen belongs, visit the Reference Collection of Rocks and Minerals in the Science Museum, on the 4th floor of the library.

Fig 2 Label attached to Mineral specimens, 3 x 5.

(d) *Model library for children.* This is a collection of about 500 titles of the best library editions of the best stories and other books for children. It is used chiefly as a tool in selecting school-room libraries, though teachers, parents and visitors from other libraries find it gives useful hints in book selection. New books are added frequently and old ones are discarded. The pamphlet entitled A Model Library for Children will contain a list of the best of the books in this collection, the selection being made largely on the basis of experience in the use of books in the children's room and in schools.

(e) *Reference library for children.* This consists of about 300

volumes chosen especially for pupils from grades 5 to 8. Tables are reserved for the children who use these books, and an assistant in the department is always ready to help them.

The collection includes encyclopedias, such as are used the world over by both adults and children; collections of poetry; books on debates; books on quotations; English and American poets; books on myths of Greece and Rome; almanacs and other books of statistics; dictionaries covering many subjects besides the English languages; books on nature, and geography; histories of all countries; books on trades and occupations; many biographies; biographical dictionaries, and a complete file of St. Nicholas.

The Vertical File

This is an ordinary vertical filing cabinet in which are stored, carefully arranged and indexed, clippings from newspapers, articles from magazines, mimeographed sheets, pamphlets, pictures etc., any of which may be borrowed on request. The more important of the topics under which this material is filed are these:

Newark, including clippings from newspapers and magazines, pamphlets and typewritten and mimeographed sheets bearing on all aspects of the city. See under the heading Newark Collection.

Poems, being copies of single poems used in the schools. See under the heading Poems.

Examination questions, being questions which have recently been used in testing applicants for positions as teachers, principals, etc., in the Newark public schools.

Public school curriculum, being clippings on this subject together with material useful in getting up programs for special days in school.

Mineral Specimens

The public school curriculum includes instruction on the appearance, character, occurrence, uses, etc., of about forty of the more common minerals and rocks. The Science museum in the library furnishes duplicate specimens of each of these. To a large supply of these duplicates, broken to a size to fit easily in a cardboard box, 3 x 5 inches and 2 inches high, the library has attached brief descriptive labels, printed on 3 x 5 cards. See Fig 2. Each specimen is kept in its own box

of the size named, having a label on the outside. Teachers may borrow as many of them at a time as they may need.

Samples of these specimens are kept in this room in a flat glass case.

Local Woods

The County Park commission presented to the library, for a forestry exhibition, specimens showing bark and radial and cross sections of indigenous woods, walnut, oak, spruce, white birch, chestnut, hickory, etc. They are kept in the school department and are lent from it. Here, also, are boards and thin sheets of wood, showing grain, coloring and texture.

Manufacturers Exhibits

These are small cases about 18 x 12, and 2 to 5 deep, some of them glass-covered, containing material of such a nature and so arranged as to show the several steps in the processes of manufacture of some common article. They include an exhibit showing the steps in the refining of petroleum, with by-products.

Here also are many of the object lesson cards, showing the processes of manufacture, issued by Cox & Co., New Oxford St., London, 60 cents each. These are 18 x 12. To them are fastened actual specimens of the material described, in several stages of manufacture, with full and interesting notes. The subjects included are as follows: Bookbinding, Buttons, Glass, Leather, Paper, Pottery, Wool, Spices, Sugar, Building Stones, Coal and Coal Mining, Coral, Cork, India-rubber, Iron, Magnet and Sponge.

Here also is a set of the object lesson specimens on cards, issued by Arnold & Son, Leeds and Glasgow, 65 cents each. These cards are 14 1-2 x 23. Like those of Cox & Co., they have full explanations. The cards thus far issued, copies of which the library has, are the following: Mercerized Cotton, Wool, Silk, Linen, Cotton, Leather, Lead pencils, Needles, Pins, Paper, Woods, Pens, Cork, Sponges, Common Metallic Ores, Coal and Coal Fossils, Furs, Sugar and Salt, Tea and Coffee, Condiments and Spices, Minerals used in Industrial Arts, Combs, Common Rocks and Fossils.

Here also are samples of cards similar to the above issued by The Standard Industrial & Commercial Exhibits Co., 114 5th Av., New York City. These are 3 ply boards, 14 x 18, with samples fastened

upon them with full labels below. This series includes about 40 subjects. Each board costs $2.50.

Poems

Teachers often ask for many copies of a poem to be used in a special reading lesson. To supply a class of 25 or 40 with enough copies of a book containing the desired poem for this purpose is almost impossible.

For a time the library printed the poems most often asked for; but this proved to be too expensive a method, and we now mimeograph them. Strong manila paper, 8 1-2 x 11, is used, and 250 copies of each poem are made. They are kept in the Vertical File. A total of 76 different poems have been reproduced. See Book Lists and Other Publications.

In the catalog case in the department is an index of the poems by author; and a mimeographed list of the poems by titles is kept for distribution. A graded list has been made for reference purposes. In 1909, 3,876 copies were lent.

Large Educational and Decorative Pictures

German school publishers have issued several thousand different large colored lithographs by some of the best German artists of today for the decoration of the walls of large rooms in homes, libraries and schools. The library has several hundred of these pictures best adapted to American use, with a few of the similar pictures published in England, many less expensive monochromes like Seeman's Wandbilder, a set of Audubon's Animals of America and many other large pictures useful in school work. See School Pictures: Educational and Decorative.

Most of these pictures are mounted on heavy cardboard and bound with black keratol; a few are framed without glass. They are kept in this department, standing on edge in large cases, in a way which permits of their being easily examined. They are lent to teachers for a month. 670 were lent in 1909.

Newark Collection

This includes books, pamphlets, city reports, reports of special departments of the city government, clippings from newspapers and

magazines and articles about special aspects or departments of the city written by members of the library staff and mimeographed for lending. It is kept on the shelves or in the Vertical File as its character suggests. It covers all of the several hundred topics mentioned in those parts of the course of study in the Newark schools which have to do with the geography, geology, climate, flora, fauna, history, industries, population, charities, notable buildings &c. of Newark. A guide and index to it has been compiled by the library and published by the Board of Education in a pamphlet of about 48 pages. See Booklists and Other Publications.

Exhibits

On movable screens, 7 x 9 feet, covered with green denim an exhibit of things interesting to teachers is usually hung. Sometimes only one screen is in use, sometimes several. The exhibits cover such subjects as the recent Work in Drawing of a single school or class, products of Sewing Classes, Trees, Birds, Animals, pictures illustrating a Country, a period of History, or a notable Event, or a Map of a special character.

Normal School Classes

To this room come once a week in the afternoons the pupils in the first year of the Newark Normal and Training School for Teachers, for a series of lessons on the use of books and the library. See Course of study for Normal School Pupils on the Use of a Library. The lessons are given by the head of the department and one of the assistants. These lessons have now been going on for three years. During a part of the time a second series of lessons was given to students in the second year of their course, this series being on literature for and about children. This second series has been discontinued for the present, but probably will be taken up again before long.

Letters, circulars and publications

Nearly all letters to principals and teachers sent out from the library concerning books, school libraries, school exhibitions, etc., are sent from the school department room and are so marked. This is done because it seems desirable to draw the attention of teachers whenever possible to the fact that the library has a special department devoted to their interests.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part V

The School Department

Section 2 Course of Study for Normal School Pupils on the Use of a Library

By Marjary L. Gilson

Second Edition

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

To Those Who May Use This Course of Study

Three years ago the Newark Library wished to give certain lessons on the use of a library and found that there was nothing in print for so extended a course as it seemed essential to give; a course elementary enough to meet the needs of the average pupil entering a normal school, as free as possible from library technique and so practical that those who took it would find that the library had through it become a valuable adjunct in their working equipment.

The Newark Library therefore prepared its own course, and in view of the great interest in elementary library instruction just now shown decided to publish the same in full detail. We hope it may prove helpful to libraries and to high and normal schools which may discover as this library did the need of carrying on such a course and the lack of helpful literature therefor.

In November, 1904, the first attempt to teach the use of a library in this city was made with a class of eighth grade pupils. Three groups of eleven children each were given instruction, one hour a week, on the arrangement of books by classes, in the use of the card catalog and kindred topics. Upon the foundation which this experience gave were built the present twelve lessons, all being tested by actual trial from week to week and from year to year.

The course is intended as an elementary introduction to the use of a library and books, for young people in general; but chiefly for normal school pupils, library apprentice classes, and high school pupils. For more advanced work this course should be supplemented by extended studies in the use of reference books, children's literature, organization and management of school libraries and other topics.

The text of the lesson is a detailed outline of a teacher's talks to a class. Special instructions to the teacher are marked, "Note to teacher."

The time required of each pupil for this course is about 30 hours; twelve talks of from half an hour to an hour each by the instructor,

and the remaining time spent in practice work under supervision, preparation and reading.

Each of the talks to pupils and the accompanying practice work may be completed in one period, and should be, since good progress can be made only when the pupils, after receiving brief explicit directions, at once do the work under close supervision. In lesson 6, on reference books, where an entire lesson hour is taken up with the discussion of books in class, the practice work is to be carried on independently by each pupil.

All required reading is to be done outside the lesson hour. This includes the reading and note-taking on juvenile books included in the book selection work, as well as other reading relating to the subjects of the several lessons.

The lessons should be taken up in prompt succession, at least one lesson a week, until the course is completed.

It is very essential that the lessons be given due credit in the school curriculum, either as an independent subject or as part of the literature work. Unless this credit is thus given, the instructor lacks authority to compel each pupil to do the required work.

M. L. G.

Newark, N. J.
April 10, 1909

In preparing the pamphlet for reprinting, I have corrected a few typographical errors and made a few other changes.

M. L. G.

Newark, N. J.
August, 1910

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Note: All blanks are mimeographed sheets 11 x 8 1-2 inches made in sufficient quantity to supply every member of the class with a copy of each.

A Course of Study for Normal School Pupils in the Use of a Library

Lesson 1

The Relation Between the Library and the Schools

(a) *Why normal school pupils should know the resources of the library.* 1 The place assigned the public library by general consent is that of an integral part of our system of public and free education. 2 Schools and library, as two branches of one system, must work together. Each in its own field supplements the work of the other. 3 To accomplish this most economically and to the greatest advantage, each must know the activities and possibilities of the other.

(b) *The field of each.* 1 The school during a short period of the child's life, within well-defined courses, teaches how to read and, so far as time and course allow, what to read. For most pupils the results are at best meagre. The reading habit and skill in reading are both acquired by much reading and usually only thus. Few children ever learn to read readily—with understanding. 2 The library must supplement the school reading by promoting extensive reading during school years when children are the greatest readers and through life. This demands cordial relations and intelligent co-operation between school and library authorities, between teachers and librarians.

(c) *Co-operation in this city.* 1 The normal school includes a course of study in the use of the library and its books as tools in the regular curriculum. 2 The library appoints an assistant, whose business it is to be informed on all school matters of the city and has a department devoted to carrying on the work.

(d) *Help teachers may expect from the library.*

1 Books which may beborrowed for a month. Cards are issued to non-resident teachers in Newark schools.

2 Magazines. From 400 to 500 in the reading room. Special educational magazines in the school department. Any but current numbers of magazines may be borrowed.

3 Picture collection. Includes 75,000 pictures. Any number needed may be borrowed for a month. Special exhibitions will be mounted on request; bulletins for geography, history, art, etc., celebration of holidays, authors' birthdays, seasons, nature work, birds, flowers, etc., have been prepared.

4 Graded lists. The reading of books from the public library is required in the course of study in reading and literature in Newark schools, grades 3-8. A graded list of books on all subjects has been prepared for Newark schools.

5 Current book lists, school and other bulletins, monthly, including a few of the new books added. The school bulletin is sent to all principals, vice-principals and others on request.

6 Special lists of books on art, sciences or other specific subjects of interest to teachers. Examples: nature study—supplementary books, short stories for reading aloud, stories to tell, etc., for distribution.

7 Books in school rooms: traveling school libraries, and reference collections of books for children on special subjects. The teacher makes the request and chooses the books herself, or the library selects them for her. A library includes from 25 to 50 books, a certain per cent of which usually bear on school work. For aid in the selection of books for school room libraries the Newark library has prepared a graded list already mentioned.

8 Reference work at the library. Books, pictures, magazine articles on certain topics given prominence in the school work are temporarily reserved at the library. Examples: chivalry, Newark administrative department, police department, water supply, etc.

9 Teacher's reading room in Newark library, opened on October 1, 1907, contains: a professional reference library for teachers, including histories of education, psychologies, plan books, outlines for story telling and courses of reading, books on methods of teaching all subjects, temporary reference books for special classes in work connected with school matters, books for university

extension courses and for teachers' promotion examinations, etc., etc.; a model library of from five to six hundred of the best books for children, for the reference use of teachers and pupils, and also to serve as a basis for the selection of school libraries; a complete set of the text books used in Newark schools; thirty of the best educational magazines, all save current numbers of which are lent; duplicated copies of poems for class use; pictures on all subjects lent for one month; a reference library for school children; a vertical file of clippings, pamphlets, duplicated copies of brief descriptions of Newark city departments and Newark and New Jersey history for teachers and pupils; traveling museum cases. The room serves as a distributing center for educational news, notices of educational and other meetings and lectures of interest to teachers, and contains a bulletin board on which are posted clippings relating to school matters.

(e) *What teachers may do for the library.*

1 Know what there is in a library for teachers and pupils.

2 Keep the library informed of school work and give early notice of work to come, so that the library may be better prepared to give assistance.

3 Use great care in recommending books for children. There are many lists in the school department to help teachers in the selection of books for children. It is the business of library assistants in charge of work with children to know children's literature and to give help in the choice of children's books.

4 Give children specific instructions about the subject or book desired when sending them to work at the library. Their wants can then be met more promptly and accurately. They go about the work more intelligently.

5 Teach the care of books belonging to the school as well as to the library. Teach children to use care in opening a new book, never to lay a book face down, or to turn a leaf corner, or mark or underline; to have clean hands. Some methods of presenting the matter to children: Maxon book mark, Miss Hewins' Goops, a language lesson on the making of a book, etc.

(*Text continued on p 13*)

Blank 1 Mimeographed sheet which is distributed freely. A copy of this is given to each pupil at the first lesson.

HOW TEACHERS MAY USE THE LIBRARY

LIBRARY BOOKS ARE FREE TO

1 Residents of Newark, adults and children
2 Non-resident tax-payers
3 Teachers in Newark schools, whether residents or not

HOME USE OF BOOKS MAY BE OBTAINED BY

1 Signing an application at the library or at a delivery station
2 Asking the library to send application blanks for your pupils

[Your endorsement of one of these blanks does not make you financially responsible for books lost; but does show that you consider the pupil trustworthy]

THE LIBRARY MAY BE USED AS FOLLOWS

1 You may have books and magazines for private reading
2 You may have school-room libraries by applying to the School Department
3 You may have books on special topics for class-room use by sending the head of the School Department a signed note containing titles or subjects
4 You may have books on any topic temporarily reserved at the library for the use of your pupils
5 You may borrow pictures from the library's classified collection
6 You may have special instruction in the use of the resources of the library by applying to the head of the School Department
7 You may borrow music
8 You may borrow duplicates of rocks and minerals from the science museum

The Free Public Library of Newark, New Jersey

Blank 2. Mimeographed interchange slip tipped on inside of front cover of books and pamphlets, portions of which the class is required to read.

Read pp. 7-10

FREE PUBLIC LIBRARY, NEWARK, NEW JERSEY
NORMAL SCHOOL JUNIOR B CLASS
Section 1

Place date opposite your name and pass on

Allen, Elsie M., ...	Miller, Anna R., . . .
Bodine, F. C., ...	Miller, Emma, ...
Booth, C., ...	Moriarty, La T., ...
Bradley, E., ...	Ost, C . . . . .
Duchamp, C,.	Parsons, H., ...
Farley, M., ...	Pullin E. F., ...
Farrington, E., . . .	Quigley, E. C., ...
Hauser, Rose, ...	Rowe, M. G., ...
Heller, A., ...	Sachar, H., ...
Hines, M. T., . . .	Srager, G., ...
Heubner, E., ...	Van Ness, H., ...
Medcraft, B. E., . . .	Wallace, A., ...
Meyer, M., ...	Weiss, P. M., ...
Middleton, M., ...	Zoalofsky, R. L., ...

(*Continued from p. 11*)

(f) *A Library note book.* Each member of the class is to keep a note book for mounting material which will be distributed to the class and for note-taking on reading and other work done in this course of lessons. Get at any stationer's or department store an inexpensive cover for a loose-leaf note-book, size about 9 x 12, price about 10 cts. This cover is large enough to admit the standard business-size typewriter paper, 8 1-2 x 11 in. A pound of white, unruled paper

quality varying in price from 10 to 15 cents a pound, will be sufficient. These blank sheets as well as the mimeographed sheets which are distributed to the class are to be punched with holes so that they may be secured in the binder with stout cord or metal rings.

Note to the teacher. Distribute Blank 1, "How teachers may use the library". *Tell the class to read* for the next lesson Instruction in library administration in normal schools, pp. 217-220, reprinted from N. E. A. proceedings of 1906, or, The public library and the public school, by C. B. Gilbert, pp. 948-953, reprinted from N. E. A. proceedings of 1903, or, Report of the committee on the relations of public libraries to public schools, pp. 455-456, from N. E. A. proceedings of 1899.

See interchange slip sample, Fig. 2.

The class makes a trip over the whole building. The work of each department is outlined briefly.

Lesson 2

Classification and Arrangement of Books

(a) *Object of the lessons.* The object is primarily to help the class to learn the resources of the library. Before it is possible to do this, two important things should be mastered: the arrangement of the books on the shelves, and the catalog, which is an index to the books. The work of the first two lessons will cover these points. The lessons following will go more into detail in the use of various forms of the index, including Poole's index to periodical literature.

(b) *Arrangement of books in the library.* The arrangement is logical and is based usually on the character of the subject matter in books. Books of a kind, that is, books treating of the same, similar and related subjects, are kept together on the shelves. To accomplish this end a certain decimal classification of subjects has been adopted by most libraries.

(c) *Decimal classification.* This system divides books into ten

groups which are represented by figures as follows for convenience in arranging and marking:

000-099	General works, that is, books which treat of many subjects and cannot be placed in any one group: encyclopedias, bound magazines, etc.
100-199	Philosophy, for example: Spencer, Synthetic philosophy
200-299	Religion, for example: Moulton, Modern reader's Bible—Psalms
300-399	Sociology, for example: Dawes, How we are governed
400-499	Language, for example: Harkness, Latin grammar
500-599	Science, for example: Shaler, Outlines of the Earth's history
600-699	Useful arts, for example: Century cook-book
700-799	Fine arts, for example: Goodyear, History of art
800-899	Literature, for example: Irving, Sketch book; Longfellow, Poems
900-999	History, for example: Winsor, Narrative and critical history of the United States; Carlyle, French Revolution

Books having been given these class numbers are arranged in numerical order on the shelves and books of a kind therefore are together.

Another large group of books is for convenience designated by the letter B, for biography. Ford, George Washington, B W27116. Biography is arranged alphabetically by subject. All the lives of Washington are together under W., Lincoln under L., etc.

Fiction is arranged alphabetically by the author's surname. All books by one author are arranged alphabetically by the title of the book. Alcott, Little Women stands before Burnett, Little Lord Fauntleroy; and Dickens, David Copperfield, stands before Dickens, Old Curiosity Shop.

Note to teacher. Name books in each class and see if pupils can decide the place of each in these classes. Give each member of

class a copy of Blank 3, "The Classification of Books in a Library."

(d) *Subdivisions of the main classes.* These ten large groups are in turn subdivided so that books on more limited subjects may stand together. For example, in the group history, represented by 900, 930 stands for ancient history, 940 history of Europe, 950 history of Asia, etc. Further sub-divisions may be made, where necessary, by means of the decimal point: 973 general United States histories; other U. S. histories by periods; 973.1 histories about discovery; 973.2 the colonial era; 973.3 the revolution, etc.

(e) *Arrangement of books in each division.* Books bearing the same class number are arranged in that class alphabetically by the surname of the author. *Note to teacher.* Illustrate by showing two books having call numbers on the back. The whole combination of figures and letters is called the "call number" of the book. The number at the top classifies the book; the lower part consists of the initial of the author's name followed by a number. When a number of books have been placed in one class, for instance histories of Rome, in 937, they are then arranged alphabetically by the initial letter in the lower half of the call number, and decimally by the number following the letter. That is, books bearing the following call numbers would be arranged on the shelves in this way:

937	937	937	937
Ab53	B12	B392	B63

(f) *Arrangement of books on shelves.* Books on shelves are read from left to right and from top to bottom by columns as on a page of a newspaper. Note that all separate collections in the library follow a similar arrangement by classes: children's room, reference department, teachers' reference library, etc.

Note to teacher. Draw on the blackboard a floor plan of the library to show the location of different classes of books.

Give each pupil a list of books representing the different classes, Blank 4. The lists give author, title, and call number. The pupils are to find the books by number. Each book when found is to be turned down on the shelf, the title checked on the list, and a slip of paper bearing the pupil's name is to be shut in the book. When the lists are

(*Text continued on p. 18*)

Blank 3. Mimeographed sheet, the scheme of decimal classification distributed to each member of the class with lesson 2.

The Classification of Books in a Library.

000-099	General works.
100-199	Philosophy; psychology, child study, etc.
200-299	Religion; mythology, etc.
300-399	Sociology; government, education, etc.
400-499	Language; grammars, dictionaries, etc.
500-599	Science; mathematics, botany, etc.
600-699	Useful arts; plumbing, medicine, gardening, etc.
700-799	Fine arts; drawing, sculpture, music, etc.
800-899	Literature; poetry, drama, etc.
900-999	History of all countries and all times, travel, etc.
B	Biography.
	Fiction, no marks.

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Blank 4. One of the fifteen different mimeographed lists provided for practice work of lesson 2.

Lesson 2. Practice Work for Pupil. List 1

Find on the shelves the following books. In each book place a slip of paper bearing your name and turn the book down on the shelf. Check the book on this list. If the book sought is not in, turn down the book standing next to the place where it should have been:

Fiske American political ideas.	320F541
Higginson. Larger history of the United States	973H531
Lodge. Life of Cardinal Richelieu.	B R394
Whitney. On snow-shoes to the barren grounds.	917.1W61
Longfellow. Poems.	811L861
Thompson. Wild animals I have known.	590T37
Wentworth. Arithmetic.	511W4811
Dickens. Little Dorrit.	
Fenelon. Selections.	244F3511

The Free Public Library of Newark, New Jersey

(*Continued from page 16*)

completed, they are signed and left with the instructor. Careful watch is kept by person in charge of the practice work to see that all points covered in the lesson are understood by each pupil. It must be clearly understood that each book in the library has one and only one correct location.

Schedule individual pupils, not more than two for one period, for two hours laboratory work in the school department and children's room, beginning at once. Hours 3-5 p. m. during the winter months. Object: by assisting school children with reference questions teachers learn the resources of the library for this and other purposes.

See lessons 10 and 11. Assign books for individuals to review, Blank 18, and warn class to begin reading at once. See sample of book selection slip under lessons 10-11. Figs 9 and 10.

Lesson 3

The Catalog, an Index to the Books

The class, now thoroughly familiar with the arrangement of the books on the shelves by numbers representing subjects, is to practice using the card catalog which is an index to the books.

Every book in the library is represented in the catalog by two or more cards. These cards are placed in drawers in cases and are so arranged that if read in order the entries are found to be alphabeted like those in a dictionary or an encyclopedia. Read from front of drawer toward the back. Drawers are so lettered that one may refer at once to the required division of the alphabet.

The catalog answers three questions: what books by a certain author are in the library; who wrote a book by a given title; and what books on a given subject are in the library. *Note to teacher.* Sample cards Fig. 1-8 have previously been drawn on the blackboard.

(a) *Author card.* This card, Fig 1, with other similar ones answers the question, What books by a certain author are in the library? Author's surname followed by his given name is on the first line.

On the next line is title of book followed by such information about it, as number of pages, size, place of publication, date, etc. In upper left corner is the book number.

(b) *Title card.* This card, Fig 2, answers the question, Has the library a book by a given title? 1 Title of book, omitting initial article, is on first line of card. 2 Author's surname, followed by his given name is on second line. 3 Call number of book is in upper left corner.

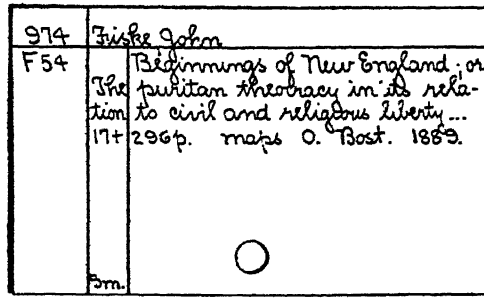


Fig 1. Author Card. Standard catalog card Size 3x 5. This and other cards, Fig 1-8, are copied on the blackboard for lesson 3.

(c) *Subject card.* Such cards, Fig 3, show what books on a given subject are in the library. 1 Subject of the book is on the first line. 2 Author is on second line. 3 Title is on the third line. 4 Call number is in upper left corner. Books treating of several subjects frequently have more than one subject card.

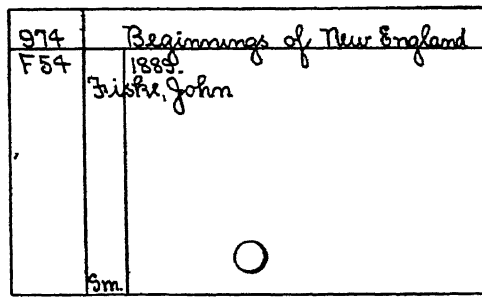


Fig 2. Title Card.

(d) *Biography card.* A special kind of subject card made for biography is called a biography card, Fig 5. The surname of the subject of the life, followed by the given name, is on the first line. The card then follows the form of a regular subject card. If the book treats of the lives of several people, Fig 6,

a subject card for each person is made, Fig 4. Such a book is known as "collective biography" and bears the class number, 920, in distinction from B, which stands for the life of one person.

It has been noted that each card mentioned bears in the upper left corner the call number of the book. By means of this the location of the book on the shelves is known.

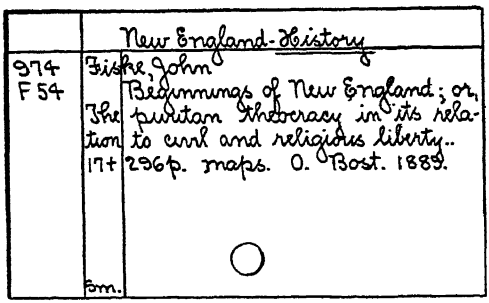


Fig 3. Subject card.

(e) *Further information given by the catalog.* Frequently by means of a reference card, Fig 7, more material on a given subject is brought to the attention. This card is filed after others having the same subject heading.

Books are recorded under the author's real name. A card, Fig 8, is filed under the pseudonym, or pen name, referring to to the real name.

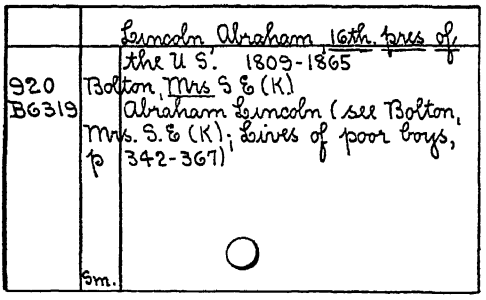


Fig 4. Subject card for portion of a book.

When an author has edited a book, "ed" appears after his name. If he has written a book with another person, "joint authors" appears after their names. Example of editor card: Lang, Andrew, *ed.* Red fairy book. Example of joint author: Besant, Walter, and Rice, James, *joint authors.* The Chaplain of the fleet.

The publisher's date, following the title on an author card, is of

(*Text continued on p. 22*)

Blank 5 Mimeographed sheet given each pupil to fill in for lesson 3. The instructor writes the title of a well known book, not a novel, in the space left in question 1. Each paper bears a title different from the others.

Lesson 3. Practice Work for Pupil

1 Who wrote Find and copy the author's name, also the book-number.

2 What other books written by the same author are in the library. Copy the book-numbers of the first two books you find.

3 Are there any accounts of the life of the author of these books in the library? If there are, copy the book-number of one of them.

4 Give author, brief title and book-number of two books on any one of the following subjects: Chemistry, Kindergarten, Playgrounds, School gardens, Basketry, Manual training, Nature study, Arithmetic, Geography, Psychology, Education, Folk dancing

5 Give author, brief title and date of two of the most recent books the library has on any one branch of natural science included in your school work.

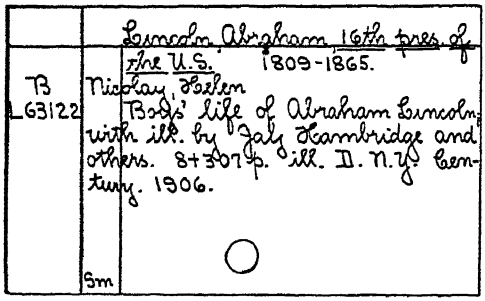
6 Name two books in the library by any one of the following: Mark Twain, Charles Egbert Craddock, Anthony Hope, George Eliot, George Sand.

7 Look up one of the following subjects: Electricity, Education, Science, Botany, Literature, Physiology, Flowers, Food. Find a card which will refer you to other subjects under which you would find material allied to this subject which you are investigating. Mention 3 of these subjects.

(*Continued from p. 20*)

importance in determining the value of a book's information. Example: a boy borrowed a book on electricity, dated 1853, to prepare for an examination. He failed, and wondered why.

Note to teacher. See Blank 5. Question 1 involves the use of a title card. Fill in the space with the title of some well known book of non-fiction. Give practice work to each pupil. Work to be done independently, paper signed and left with instructor.


Lincoln, Abraham, 16th pres. of the U.S. 1809-1865.

B
L63122

Nicolay, Helen
Boys' life of Abraham Lincoln; with ill. by Jay Hambridge and others. 8+307 p. ill. N.Y. Century. 1906.

Sm

Fig. 5. Biography subject card.

In this lesson as in others, discussion of points in the previous lesson which an examination of pupils' papers has shown were not clear, is taken up before the new lesson for the day. The papers of the previous lesson have been corrected and are now returned for mounting in the note books. The rank given each pupil on this and other practice papers to follow is carefully kept.

Lesson 4
The Parts of a Book

The class which is now familiar with the two important aids in finding books on the shelves, i. e. the arrangement of books in the library and the catalog as an index to the books, is next to make a more special study of the books themselves. This lesson is a study of the make-up of a book with special reference to cover, binding, paper, print, index, table of contents, preface, appendix, illustrations, maps, etc.

Note to teacher. Each point which follows is illustrated for the class by books which show both the bad and good qualities enumerated.

(a) *Binding, paper, print.* In examining the outside of a book note critically the cover and binding; have they beauty, are they gaudy in color, white, what of the design, are they serviceable?

Note critically the paper. Is it strong, brittle, glazed, cream or dead white, etc.

Note the type. Is it large, small, clear cut, broken, etc.

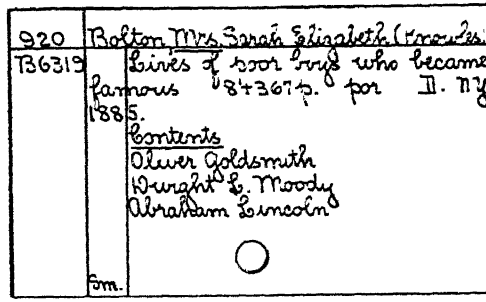


Fig 6. Author card for collective biography.

(b) *Title page.* Usually this is the first printed page of the book. It bears the title of the book and so gives some clue to its subject. It usually gives also the author's name. Note whether this author is an accepted authority, is reputable or unknown. Note also the date of publication. The date of copyright which appears usually on the reverse of the title page should be noted also. This is because it often shows more nearly than the date on the title page the real date at which the book was written. The value of books on certain subjects, for instance science, is largely dependent on their dates.

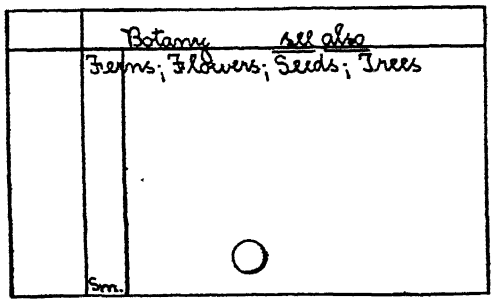


Fig 7. Reference from one subject to other related subjects.

The publisher's name is in most cases at the bottom of the title page. The work of different firms must be learned from experience; among the best are Houghton, Little Brown, Macmillan, Dent, Scribners, Doubleday, Harpers, Century, Dodd, etc.; and for school books

especially, Ginn, Heath, American Book Co., Educational Publishing Co., etc., etc.

(c) *Preface, table of contents, etc.* The usefulness of most books is dependent on the presence of some or all of the following parts:

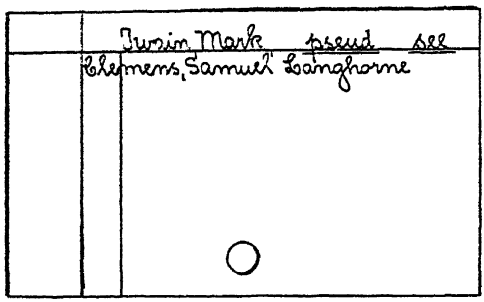


Fig 8. Reference from pseudonym to real name.

1 Preface is near beginning of book. It gives intention of author, ground covered, tells whether account is to be exhaustive or brief outline, for whom and for what purpose written, etc.

2 Table of contents is usually near the beginning of the book. It gives brief outline of subjects taken up. Topics follow the order of the material in the book. Table then serves as a quick guide to the division of the subject desired. For example, given a church history, find chapter on Reformation. Essential in all except fiction.

3 Appendix, notes, etc. These occur as foot-notes or often near the end of the volume. Useful in books to be used as teachers' handbooks or often in text books for supplementary material. For example, given a United States history. In this a copy of Declaration and Constitution are useful additions, though not necessarily included in the main text.

4 Illustrations. Generally necessary in travel, history, science, etc. Maps, diagrams, etc., in geography, history, etc.

(d) *Index.* This occurs almost invariably at the end of a volume. It is an alphabetical arrangement of subjects treated in the book. A good index includes entries of subjects, catch-words, people, places, cross-references, etc. Essential in almost all books except fiction. Some of the points to be noted in a good index: entry under the obvious word; Individualism, Spirit of, in America; preference for common term, Fruit,

not pomology; no entry under unimportant words, articles, phrases, prepositions; use of specific not general terms, i. e. Golf not Games if discussion is confined to Golf; no indexing under main subject of book, i. e. in a book on New York to find material on schools, look under Schools and not New York schools.

The simplest form of index gives for each entry a reference to the page as for example Habit, 72, or to inclusive pages as Concentration, 110-112.

Special kinds of indexes are often used in collections of poetry, for instance, index to first lines, catch-words, authors, each part a separate alphabet.

Special symbols or varieties of type are often used to distinguish different kinds of entries as in Bagley, School management, where capitals indicate authorities quoted, etc. Look for explanation at beginning of index, sometimes at end, or at bottom of page. If no explanation is given, a careful examination of a few entries will reveal for what purpose the varieties of type or symbols have been used.

Note to teacher. Write on the blackboard or read some entries from a good index of the simplest form. Examples of good indexes are: Fiske, American Revolution, Houghton; Bryce, American Commonwealth, Macmillan; Earle, Child life in colonial days, Macmillan; Holmes, Autocrat of the breakfast table, Houghton, etc

(e) *Index to a set of volumes.* In some cases a portion of the index is in each volume as for instance in Berenson, Study and criticism of Italian art. 2v., Bell. The more common form is to have the whole index at the end of the last volume as in Fiske, Discoverer of America, Houghton, 2 vol. Another form is to have the index of the whole set in the last volume and also to have each volume indexed, as for instance in Britton and Brown, Illustrated flora of the northern states and Canada.

(f) *Index to an atlas.* Good atlases are fully indexed for proper names, and give much additional information. For example in the Century atlas the form of entry is Newark (c. h.) N. J. s. c. '95 215806——14H3, which, by referring to the table of abbreviations

(*Text continued on page 27*)

Blank 6. Mimeographed sheet given to half the class to be filled in as practice work for lesson 4.

Lesson 4. Practice Work for Pupil. Paper 1.

1 Consult the preface of Palgrave's Golden treasury. For what class of readers has the book been compiled?
Does the preface show the ground covered by it?

2 From the table of contents of Emerson's English traits do you find that he has included in this volume an essay on wealth?
If so on what pages is it found?

3 Consult the index of Church's Story of Carthage. On what page does the book treat of Marcellus?

4 Consult the index of Fiske's Discovery of America. Where will you find references to the Mississippi river?

5 Use the index of Ginn's Classical atlas. Find the location of Philae and express in figures its latitude and longitude (east of Greenwich).

6 On what pages of Fiske's Critical period of American history do you find the longest account of Samuel Adams in the Massachusetts Convention? Use the index.

7 Consult the life of Johnson by Stephens and also that by Boswell. In which book would you find most quickly a reference to Edmund Burke? Why?

8 Consult the introduction to select poems of William Wordsworth, edited by Rolfe. What do you find of interest in connection with a study of the author's work?

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Blank 7 Mimeographed sheet given to half the class to be filled in as practice work for lesson 4.

Lesson 4. Practice Work for Pupil. Paper 2.

1 Consult the preface of Pancoast's Standard English prose. For what class of readers has the book been written? Does the preface show what ground is covered by it?

2 From the table of contents of Lowell's Among my books, do you find that he has included an essay on witchcraft? If so, on what pages is it to be found?

3 Consult the index of Fiske's American Revolution. On what pages does the book treat of the Stamp Act?

4 Consult the index of Bryce's American commonwealth. On what pages do you find a discussion of "Bosses"?

5 Use the index of Ginn's Classical atlas. From it find the location of Lemnos and express the latitude and longitude in figures (longitude east of Greenwich).

6 On what pages of Tarr's Physical geography do you find the longest account of tracks of storms? Use the index.

7 Consult the Life of Scott by Lockhart and also that by Hutton. In which book could you most quickly find a reference to George Canning? Why?

8 Consult the introduction to Minor poems of John Milton (Rolfe edition). What do you find of interest in connection with a study of the author's work?

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(*Continued from p. 25*)

and to the map itself are found to mean "court house", New Jersey, state census 1895, population 215,806, location on map 14 in the longitudinal region designated by H and the latitudinal region designated by 3. In Ginn's Classical atlas, the form of entry Sparta 2 E d means map 2, E location longitudinally, and d latitudinally. Look at the map itself to get longitude and latitude in figures.

Note to teacher. The lesson is so presented by the teacher as to excite an interest in the care of books.

The practice work covers the following points:

1 Use of preface in discovering scope and purpose of a book
2 Use of table of contents for quick reference
3-4 Use of simplest form of index
5 Interpretation of terms in index of atlas
6 Use of inclusive page references
7 Value of the presence of an index
8 Bibliographical and interpretative material in introduction

The books referred to in the practice work are those commonly found in libraries and usually in standard editions. Other books can of course be easily substituted to cover the points enumerated. Two sets of papers are given for the large classes, Blanks 6 and 7.

The class visits a book bindery. Tell the class to read before the next lesson in Rawling's Story of books, the chapter on Bookbinding or the chapter, How a modern book is produced, or read Features of a printed book, a pamphlet made by the School of Printing, North End Union, Parmenter Street, Boston, which may be had from them for 50c. The interchange slip, Blank 2, is tipped in these books which are to circulate among members of the class before the next lesson.

Lesson 5

Magazine Indexes

Note to teacher. A brief history of the making of the first index by Dr. Poole forms an interesting introduction to the subject for pupils. For this, see his preface to volume 1.

(a) *Poole's index.* A subject and title index to periodicals. Indexes 232 magazines from 1802–1881. Supplements published every five years, covering 190 magazines. Last five yearly volume 1902–06.

Abridged edition indexes 37 magazines, 1815–1899, in one volume. Supplementary volume, 1900–1904. Key to abbreviations in front of volume.

(b) *Annual library index.* Supplement to Poole's index. An author, title and subject index to periodicals. Indexes also essays, book chapters, etc., with author index; bibliographies, necrology and index to dates of principal events. Form of entry:

1 Author: Hall, Granville Stanley.
The German teacher teaches. New Eng. M. n. s. 36: 282—7 (My 07).

2 Title: German teacher, The. (G. S. Hall) New Eng. M. n. s. 36: 282—7 (My 07).

3 Subject: Teaching in Germany. (G. S. Hall) New Eng. M. n. s. 36: 282—7 (My 07).

(c) *Readers' guide to periodical literature.* An author and subject index to periodicals. Published monthly by the H. W. Wilson Co. Minneapolis. Each number indexes magazine articles for the current month. In addition to this, certain numbers index magazine articles of all preceding months of the year. These cumulative numbers are the quarterly, half yearly and yearly numbers. Each one includes and supercedes the preceding so that the final annual volume forms a complete index for the year. Does not index as many magazines as Poole, but includes some perhaps more popular, as Everybody's, World today, Ladies' home journal, Delineator, etc. not in Poole. Form of entry:

1 Author: Bryce, James, 1838—
City child. Char. 19: 1661—2 Mr. 7, 08

2 Subject: Playgrounds
City Child. J. Bryce. Char. 19: 1661—2 Mr. 7, 08

(d) *Magazine subject index.* A subject index to 79 American and English periodicals not indexed in Poole or Readers' guide. Published quarterly as the Bulletin of bibliography then yearly by the Boston Book Co. Began in 1907 but indexes some magazines previous to that date. Indexes among others, outdoor magazines, art and architectural magazines, etc. Form of entry:

(*Text continued on p. 31*)

Note to teacher. In this as in other lessons it is generally necessary to go over the practice paper with the class, making each point clear before the class attempts the work.

The teacher's outline for this lesson with the exception of the notes to the teacher is made a mimeographed blank, Blank 8, for distribution to the class who mount it with all other blanks and notes in their note books. As this Blank 8 is printed, as the teacher's outline, pages 28, 29 and 31, (a) to (f), it is not reproduced in blank form.

Call in note books for inspection.

Question class to see if reading and preparation for the book selection work are progressing properly.

Blank 10 Mimeographed sheet given each pupil to be filled in for the practice work of lesson 5.

Lesson 5. Practice Work for Pupil.

1 Look up in any of the magazine indexes discussed a reference to one magazine article on any one of the following subjects: Settlement work, Playgrounds, Arbor day, School gardens, Gymnastics, Kindergarten. Check the subject which you have selected.

2 Write author and title of article selected.

3 Give below the full name of magazine in which the article is to be found. (The magazine names are abbreviated. The full names are to be found in the front of the book).

Volume. Page

4 What is the title of the index which you used?

5 What year does the volume you used index?

6 Go to the shelf and get the article referred to.

Lesson 6 Part I

Reference Books

Every library has a number of books which are kept in the library where they may always be available. These so-called reference books are usually large, expensive, very inclusive and each book or set of books so arranged that the great amount of material included is easily and quickly accessible. Good examples are encyclopedias covering various subjects, so alphabeted that one may turn to the desired subject at once; encyclopedias on special subjects as biography, philosophy, natural history, etc; dictionaries; atlases with full indexes, etc; handbooks on all subjects, etc; indexes to periodicals, etc.

This collection of reference books is a complete unit covering all subjects. The books are arranged on shelves as the lending books of the library are arranged, books on the same subject together.

In investigating almost any unfamiliar subject the most logical method is first to find the given subject in these general reference books, which will guide the student to further material.

The selected list of books which the class will examine today is brief and can only serve to introduce to the class a few of the important reference books of use to teachers and to indicate the nature of reference books.

These then will serve merely as points of departure in gaining a knowledge of the use of books. The constant use of these books is the only method of knowing them.

Note to teacher. The instructor gives the location of reference books in the library, then shows in class the books listed, Blank 11, describing each by the note given or more fully.

The practice work sheets which are distributed to the class will be filled in by pupils independently, outside of the class hour. The work consists of using these and similar reference books as found in their proper location on reference shelves.

Give each pupil a copy of the list, Blank 11.

Go over the practice work paper with the class, Blank 13. Every authority for each question consulted is to be written down in the given space and a check mark placed opposite the names of those books in which satisfactory answers were found. With this full record the instructor is able to see if the pupil has followed a reasonable method in looking up the subject.

Papers are to be handed in within three days.

Lesson 6 Part 2

United States, State and City Publications

The nation and state are publishers of a great deal of material covering practically all subjects. Much of this may be had for the asking by teachers. Many of the volumes are copiously illustrated with pictures well adapted for use in the geography class. The Newark library is a depository and has indexes which make available much valuable material. The usual method of getting documents is to apply to your congressman, many, however, may be obtained by sending directly to the department issuing them.

The state geological survey has published much material useful to teachers of geography in New Jersey. It has issued many excellent maps and valuable reports. A Summary and subject index of its reports and maps may be had from the state geologist, Trenton.

The accompanying list includes some of the most useful of these documents, most of which are free.

Note to teacher. Show and describe briefly, the government, state and city documents listed in Blank 12.

Give each pupil a copy of this list, Blank 12. If time permits practice work similar to that done with reference books, Blank 13, is introduced in the course at this point.

Blank 11 Two mimeographed sheets given to each member of the class with lesson 6.

Reference Books Useful to Teachers and Others.

A few of the best sources for general information for teachers and pupils. For a list of one hundred reference books for a small library see Alice B. Kroeger's Guide to the study and use of reference books published by the American Library Association Publishing Board. 1908.

Dictionaries:

Webster's New international dictionary. Probably the best of one volume dictionaries. Specimen pages are furnished for class use by the publishers. These pages show the scope of the dictionary which covers in addition to the main body of definitions such points as: pronunciation, orthography rules, fictitious names, geographical and biographical material, classical names, quotations, signs used in printing and writing, etc.

Century dictionary. Encyclopedic. 8 vols. with 2 vol. supplement and additional atlas and names. Illustrated. The most comprehensive American dictionary.

General references:

New international encyclopedia. Best encyclopedia for ready reference. Excellent list of books at end of important articles.

Encyclopedia Americana. Good for geography of U. S. cities and states.

Champlin. Young folks' cyclopedia of common things. Brief articles on great variety of subjects. Good for accounts of industries, natural objects, etc.

World almanac. Index at beginning. Up to date statistics of many kinds; election facts and figures; U. S. officials; cabinet officers, etc.

Biography:

Lippincott's Pronouncing dictionary of biography and mythology. The best general biographical reference book. It

(Blank continued p. 36)

(Continued from p. 35)

gives the pronunciation of names, sketches of lives. Appendix gives English Christian names with equivalents in foreign languages. Portraits given in the last edition.

Century cyclopedia of names. Includes names in geography, biography, mythology, history, ethnology, art, fiction. Very full in biography and geography.

Champlin. Young folks' cyclopedia of persons and places. Most useful for children.

Who's who in America. Brief biographical accounts of living men and women.

History:

Larned: History for ready reference. History of all countries and all times in alphabetic arrangement. Under name of country arrangement is chronological.

Harper's encyclopedia of U. S. history. Good for short accounts of battles, documents, persons, etc.

Geography:

Lippincott's gazetteer of the world. Very comprehensive. Alphabetically arranged, giving description and information of places with pronunciation and various spelling of names.

Century cyclopedia of names. (See above.)

Atlases:

Century atlas of the world. Includes historical maps and gives such information as location of railroads, canals, steamship routes, altitudes, etc.

Ginn & Co. Classical atlas.

Classical references:

Harper's dictionary of classical literature and antiquities. Includes Greek and Roman antiquities, biography, geography, history, literature, mythology, etc. Illustrations, maps, special attention to recent archaeological discoveries.

Smith. Classical dictionary. Small edition, good for school use.

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Poetry:

Granger. Index to poetry and recitations. Main index is of titles. References to this from first line and author indexes. Appendix includes: Poems on special days; Charades, dialogues, drills. Poems about noted people.

Bartlett. Familiar quotations. Arrangement is by author. One of the most complete and accurate compilations. Index not very full.

Hoyt. Cyclopedia of practical quotations. Quotations are arranged by subject. Has complete index.

Debates:

Brookings and Ringwalt. Briefs for debates. Conduct of debate in introduction. Many popular topics, references and briefs on each side of question. Supplemented by Ringwalt. Briefs on public questions.

Matson. References for literary workers. Many subjects; makes references to many out of the way books and old magazine articles.

Pearson. Intercollegiate debates. Briefs and reports of many debates. References.

Historical fiction:

Baker. Descriptive guide to the best fiction, British and American, including translations from foreign languages. Arrangement chronological to present day. Best or representative works are starred. In historical appendix all books illustrating history or social life of the country are entered briefly under: 1, country; 2, period; 3, date. Full subject index and author-title index increases reference value.

Baker. History in fiction, a guide to the best historical romances, sagas, novels and tales. Vol. 1, English fiction, vol. 2, American and foreign fiction. Supplements his Descriptive guide.

Literature:

Moulton. Library of literary criticism of English and American authors. Each brief biographical account is followed by contemporary and later criticism. An index to authors and to critics.

Blank 12 Two mimeographed sheets, given to each member of the class with lesson 6.

List of U. S. Government and New Jersey State and Newark City publications which teachers find useful. Except where noted these may be had free.

U. S. PUBLICATIONS

American Library Association Catalog. Send to Supt. of Documents. Price $1. Stamps not received. List of 8000 best books with notes. A valuable aid in book selection.

Bureau of Education.

Annual report. Send to the Bureau with the indorsement of a superintendent of schools or a congressman. Of special value to teachers who wish to follow the trend of educational matters. Send for circular of information.

Department of Agriculture.

Year book. Popular articles, well illustrated.

Farmers' bulletins. A list of these may be had from the Department. Articles on gardening, poultry, farm work, cooking, etc. For example: Annual flowering plants, no. 195, and The school garden, no. 218, by L. C. Corbett; Primer of forestry, no. 173, by Gifford Pinchot. Other publications of the department are: Arbor day; its history and observance, by N. H. Eggleston; Maple sugar industry, Forestry bulletin no. 59. Ask Forest Service for a list of its publications.

Census Bureau.

Statistical atlas of the U. S. 12th Census. 1900. Shows by means of maps and diagrams, in various colors, the statistics of population, agriculture, manufactures. It could be used in the study of geography. Free from the Bureau.

Geological Survey.

Topographic atlas sheet. New York city and vicinity. Price, 15c. Folio of the Geologic atlas of the U. S. New York

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city. Price 50c. These maps show the immediate neighborhood of Newark. Useful in every schoolroom.

U. S. Department of the Interior.

Wall map of the U. S. 1907. Size, 5 x 7 feet, mounted on muslin and attached to roller ready for immediate use, price $1.00. In addition to usual map features the several acquisitions of territory by the government are shown. Send to the Department.

NEW JERSEY STATE PUBLICATIONS

Superintendent of Public Instruction.

New Jersey school laws. Prepared by the State Superintendent of Public Instruction. A compilation of the school laws affecting teachers. A necessary hand-book for all teachers. Free.

State Board of Education.

Report of the New Jersey Board of Education. Annual. Each report is a history of the educational work done throughout the state for the year and contains statistics of all kinds relating to school work, reports from all city and county school superintendents, report of the teachers retirement fund, reports on manual and industrial training in New Jersey, etc. It will be sent to any teacher on application to the Board.

New Jersey Geological Survey.

Annual reports. While these reports are largely technical there are always maps and special articles which would be of great use to anyone wishing to have a moderate knowledge of the natural resources of New Jersey. In the report for 1905, the articles and illustrations on the New Jersey coast should prove especially interesting to teachers and pupils, and equally, if not more interesting the article by Vermeule on "Lake Passaic considered as a storage reservoir."

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These reports are distributed free of charge by the New Jersey Geological Survey to any library or institution sending for them and remitting postage. This volume costs 12c.

Final report of the State Geologist. Water supply, vol. 3 and Physical Geography, vol. 4. Of the latter Professor Whitbeck says:— "It is most valuable for the teacher's use. It is a veritable storehouse of information about the state. Deals chiefly with the physical features of the state, yet contains historical material, population tables, drainage areas, tables of elevations, areas of townships, etc. Vol. 5, Glacial geology is the best treatise of its kind published by any state. Especially valuable to teachers in northern counties." Of the State maps no. 18, New Jersey map-Geographic, and no. 26 Vicinity of Newark and Jersey City would be most useful in a Newark school. These are sold by the State Geologist at 25c per sheet.

New Jersey Legislative Manual.

A most useful handbook of New Jersey. Contains a short history of New Jersey, the state constitution, short histories of state institutions, a county directory, biographies of state officers, terms of office and salaries of state officials, and other information.

NEWARK CITY PUBLICATIONS

Annual report of the Board of Education.

Apply to the Board. Includes the reports of the city superintendents and supervisors, statistical tables, rules of the Board, regulations for the schools, discussions of course of study, etc. The report of 1907 contains index to reports 1903-1907.

Manual of the Common Council.

Apply to your alderman. This little volume gives much useful information about the city government, enumerates departments, officers and their duties, biographical sketches, list of governors of New Jersey.

Blank 13. Mimeographed sheet filled in by each pupil as practice work for lesson 6.

Lesson 6. Practice Work for Pupil.

Practice in finding and using some of the reference books discussed in class. In each case write below the question, the 3 authorities consulted, checking those in which the best answers were found.

1 Where do you find a good account of the Algonquin Indians?

2 What is the 7th Congressional district of New Jersey?

3 Where can you find a good account of the Battle of Monmouth?

4 Where can you find a description of the seven wonders of the ancient world?

5 Where do you find an account of the Olympic games?

6 Name 2 books in which you can find "She dwelt among the untrodden ways."

What index did you consult?

7 Mention 2 novels dealing with Cromwell's time or with chivalry.

The Free Public Library of Newark, N. J.

Lesson 7

Book Selection and Book Buying

The lesson is to be a study of lists of books which are useful to teachers. Those selected for the class to examine are of two distinct kinds; lists which tell what are the best books on given subjects, and

those which are of special assistance in buying books and are called trade lists.

(a) *Subject lists.* Many lists of books are compiled and published by libraries and other specialists for the purpose of directing students who may not be familiar with the literature of any subject to the best books on that subject. The few lists which are taken up in this lesson can serve only as typical examples from a large field of literature. The purpose is to gain acquaintance with the individual lists, to gain familiarity with the form and arrangement of these representative lists, and, to acquire a knowledge of the use of such lists.

American Library Association catalog. A list of 8000 books on all subjects exhibited at the St. Louis Exposition, 1904, as a model library. A dictionary list in which books are entered alphabetically under author, title and subject. Compiled by specialists. The best source for the general student who wishes to find a few of the best books on any subject. The date, price, publisher, etc., together with a descriptive note are given for each book. Price $1. U. S. Supt. of Documents.

American Library Association booklist. A list of the best current books on all subjects which brings the information given in the American Library Association catalog to date. Published monthly, except in July and August. This list is arranged by author alphabetically, and gives the publisher, date, price, etc., with a descriptive note. Subscription price $1 per year. 34 Newbury St. Boston, Mass.

Cumulative book review digest. Critical reviews of current books. Monthly. H. W. Wilson, Minneapolis. Subscription, $5. Cumulation quarterly and yearly. Arranged alphabetically by author. Gives author, title, price, publisher, references to reviews of the book and quotations from the reviews.

New international encyclopedia. One of the best general encyclopedias. At the end of each article is a list of the best books on the subject.

An annual list of the best books and shorter articles on educational topics has been published in the Educational review since 1899, and is now published by the U. S. Commissioner of Education as a separate pamphlet.

The Pedagogical seminary, edited by G. Stanley Hall and published

in Worcester, has printed annually a list of references on child study.

Syllabus of lectures on the history of education with selected bibliographies and suggested readings, by E. P. Cubberley. These carefully selected lists of books are most useful to the students of education.

Almost any good book on a given subject and especially books on the teaching of special subjects give notes and lists of other good books on the same subjects. Examine for instance any one of C. A. McMurry's Special methods, or, see in Swift's Brook Farm the complete list of references to that movement.

Verticle file of subject lists. Brief lists of books which have appeared on separate sheets or in pamphlet form are kept in the library in folders and are arranged alphabetically by subject. These folders are 9 1-2 x 11 1-2 inches, the front half being 9 x 11 1-2 inches. The extra 1-2 inch on the back fold gives a place for the name of the topic in the folder. The folders stand on end in cabinet drawers where they may easily be consulted. For instance in the folder marked "Novels" is such a list as A thousand of the best novels, compiled by the Newark library as a basis for the selection and purchase of novels. The list is a useful guide in a general survey of the novel. In the folder, "Nature study" is such a list as that compiled for Brooklyn teachers by Miss Miriam Draper of the Children's Museum.

(b) *Trade lists.* Lists of books issued by publishers and their agents differ from the lists just examined in being generally more inclusive and in giving more information about prices, editions, etc., facts useful to the person who is buying books. Do not use a publisher's catalog as an aid in the selection of best books on any subject.

Some of the subject lists mentioned, as for instance the American Library Association Catalog may be used also for trade information, for under each book title is given the date, price and publisher.

Each publisher issues his own lists from time to time, then in addition to this all publishers combine their books in one general list which is more convenient for quick consultation. The principal lists of this kind are the U. S. Catalog of books in print, the Publishers trade list

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Blank 15 Mimeographed sheet given each pupil to fill in as practice work for lesson 7.

Lesson 7. Practice Work for Pupil.

1 Name three histories of education recommended by the American Library Association catalog.
Does the New international encyclopedia recommend the same books?

2 Give the author and title of 2 children's books which a recent number of the American Library Association booklist recommends for first purchase.
What number of the Booklist did you use? Give the month.

3 In what magazine would you find a favorable review of a recent book by G. Stanley Hall.

4 Name one life of Pestalozzi which Cubberley recommends.

5 Give the number of school editions of Hiawatha which you find are in print at the present time.
Mention the publisher and price of the most expensive.
Mention the publisher and price of the most inexpensive.

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annual, and for current publications, the Publishers' weekly. Publishers in foreign countries issue similar lists. See the English catalog for English books, etc.

A special educational number of the Publishers' weekly is issued annually in July. It is an author and classified list of all text books and other educational books in print.

Note to teacher. Show all lists when describing them.

The list of aids to book selection and book buying, beginning with the American Library Association catalog on p. 42 and running

through the educational number of the Publishers' weekly, are reproduced in mimeographed sheets as Blank 14 and given to each pupil with this lesson. Since this Blank 14 is printed as the teacher's outline it is not reproduced in blank form.

The practice work of this and the following lessons consists in making use of these lists in selecting the best books on a given topic.

Tell the class that each member is to come to the next lesson prepared with a special topic connected with school work which she is to investigate. Ask each to select a topic which deals with school management, method, etc., which will involve the use of a teacher's professional library. Some subjects to suggest are: Manual training, Playgrounds, Geography teaching, Student government, Reading methods, Kindergarten, Kitchen-gardening, Folk dancing, Physical training in schools, Children's reading.

Lesson 8

Investigating a Subject in a Library

In previous lessons, the class has examined and had practice in using certain groups of books and other library aids, as for instance in one lesson, the catalog, at another time magazine indexes, at another reference books and lists of good books.

This lesson is to combine the use of all the material studied up to this point. Each pupil is to take the topic she has selected according to instruction in lesson 7 and look up references to it in any books, magazines or other sources from which she may get information. The object of the lesson is to gain speed and accuracy in searching for a topic in all the sources, and to have practice in making a uniform record of the references found.

(a) *Usual sources for material on any subject*

1 Most general books of reference, as encyclopedias, gazetteers, year books, encyclopedias of special subjects, such as biography. 2 Whole books on the subject. 3 Chapters or parts of books. 4 Magazines.

(b) *The most direct method of getting this information.*

1 General reference books. Go to the most general books to locate the subject. For instance; if an unknown name go to a dictionary of

names to find to what country and period the name belongs, etc.

2 Whole books on the subject. To find the names of good books on the subject, consult the library catalog, the American Library Association catalog, the list of books at the end of the article on the given subject in the New international encyclopedias, special lists in the vertical file of subject lists, etc.

3 Parts of books. Comprehensive books treating broad subjects, or a variety of subjects of course contain sections or chapters on specific topics. Such portions of books must be taken into consideration and must be consulted in making a thorough review of any subject. It is taken for granted that the student looking up the subject Attention would know that in addition to whole books on the subject he would find a chapter on Attention in almost any good psychology. Sometimes however it is not easy to know in just what book of essays one might find a good article on Attention.

For such cases certain indexes have been made to help the student. One of the best of these is the Index to general literature published by the American Library Association. This index gives references by subject to essays, papers, monographs and other parts of books of sufficient value. The entry in the index is in this form:

Attention—concentrated, difficulty of, Helps. Brevia.

The full names of the books indexed are listed at the end of the volume. This index published in 1901 is supplemented each year by the Annual library index which was used in lesson 5.

4 Magazine articles. Magazines contain a great deal of the most valuable material on all subjects. The class is already familiar with the indexes which refer immediately to the topic desired.

(c) *Method of recording references found.* The work of this lesson is not to record an account of the material itself but to note references showing where the best material on the subject is to be found. Such a record is useful for purposes of continued study. The notes are to be uniform in arrangement and on slips of paper of uniform size, so that if the study of this subject should be continued the additional notes may be dropped in the file of slips in alphabetic or other regular order.

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Blank 16 Mimeographed sheet given each pupil to direct the practice work for lesson 8.

Lesson 8. Practice Work for Pupil.

Make a simple bibliography or list. Do not take notes on the subject matter found. Simply note carefully on slips of paper a few references to places where material could be found. Put one reference on each slip. Number your slips to correspond with the points covered on this sheet. When you have completed the work, clip slips in alphabetic order to this sheet.

1 On first slip write subject selected.

2 General reference books—mention not more than two, giving title, volume and page on which each article is found.

3 Whole books on the subject. Mention two. Consult library catalog, A. L. A. catalog, New international encyclopedia, etc.

4 Two short articles, not in magazines, or chapters of books. See the index to general literature and Annual library index.

5 Two magazine articles.

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Note to teacher. Place on blackboard the following forms to be copied on slips of paper, size 3x5 inches, and mounted in notebooks.

Suppose the subject to be investigated is School gardens.

Form of entry for a whole book:

Hemenway, H. D.
How to make school gardens.
Doubleday. 1903.

Form of entry for part of a book:

Parsons, Mrs. F. T.
Plants and their children
pp. 79-89

Form of entry for a magazine article:

Brown, N. G.
School gardens. Primary
Education, Je. '08 pp. 65-67

Lesson 9
Children's Books and Reading

The school teaches how to read and so far as time and the course allow, what to read. The children must go further. They therefore use the school library or go to the public library for books which are not supplied in their class-rooms.

To the teacher as to no one else comes the psychological moment for bringing the right book to the right child. The teacher who is unable to do this fails in one of the most important duties of her profession. A far sighted teacher sees that by encouraging the reading habit she not only gives the child greater opportunities for self cultivation but also makes of him a more apt pupil.

F. M. McMurry says, "Without doubt there is a most favorable period in every child's life for the reading of each book. If offered to him at just the right age, it appeals to his nature with peculiar power even to the extent of setting him on fire; if offered at any other, it may prove interesting, but it fails to become such a potent factor in his life. There would be wonderful economy of effort if the books selected for children were always given them at this favorable time."

(a) *Selection of children's books.* Granted the necessity of reading for children, the question then arises as to how the teacher, a busy person, is to know what books to recommend to children.

The most delightful and the only satisfactory way to know children's books is to read them. Knowing her pupils as she does, the teacher can then fit the book to the individual child.

If a teacher from lack of opportunity or for some other reason has in her own school days missed some of the best of children's literature and now in her professional life finds it difficult to take the time for such reading, she should ask for help. She can get it from the books of such educators as G. Stanley Hall, C. A. McMurry and Charles Welsh, whose books are in the school department room for consultation at any time.

A teacher must not hesitate to ask help from library attendants who have made it their business to give expert advice about children's books.

Printed aids, graded and other lists of children's books are published by libraries. *Note to teacher.* Distribute list of these. Blank 17.

Show each list mentioned. Bring out the important points in each. Ask class to examine these. Explain use of model library in school department consisting of from four to five hundred of the best of children's books always on reference there.

(b) *Good and bad qualities in children's books.* Since we find it is the business of teachers and librarians to furnish the right reading for children, let us come to an understanding as to what qualities we shall demand in books written for them. We must be critical, for although our litetature holds vast treasures for children we are confronted by a host of writers and publishers who put on the market many worthless books because they will sell.

Books must be wholesome in tone, written in good English, with due respect to both style and language and must offer enough beauty, enjoyment or information to be worth while.

Note to teacher. Read selections which illustrate this negatively and positively. For example: Ostrander's White Indians and Mrs. Ewing's Mary's meadow, etc. etc.

Books must uphold certain virtuous qualities. Honesty must appear natural and valuable, not merely as a safeguard from detection, as in Ragged Dick stories. Simple fulfillment of duty should not be made an act of moral courage. An illustration: stress laid on the honesty of the youth who returns to its rightful owner the purse which he has found.

There must be self-sacrifice and benevolence, courage, kindness without self-consciousness or expectation of reward. A good illustration of this is the story of the Minor Canon and the Good Griffin in Stockton's Fanciful tales. Contrast with this Alger books in which the hero is frequently rewarded by a ten dollar bill. To illustrate courage take hero tales, the Iliad and Odyssey in good translations, heroes in history, etc. Work must appear honorable. Example: Christmas truants in Fanciful tales.

Some of the qualities to be avoided are:

Poor English and inaccuracies:
The melodramatic as in Taggart, Doctor's little girl;
Youth keener than elders and correcting elders, as in Buster Brown and Little Lord Fauntleroy;
Martyrizing self, self consciousness and morbidity, as in Elsie books;
Beauty a necessary qualification of the heroine, as in Lady Jane;
The poor virtuous, the rich wicked which is in general untrue to life; snobbishness; commercialism, money worship; the essentially up to date. Books which are very evidently written down to children as for instance are many of the poorer nature study books.

Note to teacher. Read as many illustrations as possible of all points.

Herbart says: It is forgotten that everyone, the child included, selects what suits him from what he reads, and judges the writings as well as the writer after his own fashion. . . . give them an interesting story, rich in incidents, relationships, characters, strictly in accordance with psychological truth and not beyond the feelings and ideas of children; make no effort to depict the worst or the best, only let a faint half-unconscious moral tact secure that the interest of the action tends always from the bad towards the good, the just, the right, then you will see how the child's attention is fixed upon it, how it seeks to discover the truth and think over all sides of the matter, how the many-sided material calls forth a many-sided judgment, how the charm of change ends in preference for the best, so that the boy, who perhaps feels himself a step or two higher in moral judgment than the hero or the author, will cling to his view with inner self-approbation, and so guard himself from a coarseness he already feels beneath him. The story must have one more characteristic, if its effect is to be lasting and emphatic, it must carry on its face the strongest and clearest stamp of human greatness. For a boy distinguishes the common and ordinary from the praiseworthy as well as we; he even has this distinction more at heart than we have, for he does not like to feel himself small; he wishes to be a man. The whole look of a well-trained boy is directed above himself, and when eight years old his entire line of vision extends beyond all histories of children. Present to the boy, therefore, such men as he himself would like to be."

(c) *The means of getting books for children.*

1 The library belonging to the school.

2 The public library which the teacher makes available to a child by signing an application blank for a library card. These blanks are supplied to teachers on request. The teacher's signature does not make her financially responsible for loss or damage of books. It shows that she recommends the child as trustworthy.

3 Books in the school room.

(d) *What is meant by a school-room library.* By a school-room library, is meant a collection of from 25 to 40 volumes in a book case which is lent to the teacher for a term, or for a longer period, to be kept in her class room. A teacher who borrows one of these collections makes such use of it as she sees fit. She may lend the books to her pupils to take home, or use them only in the school room. They may be books suitable for home reading or books chiefly for use in connection with studies. All or any of the books may be changed from time to time if so desired. A teacher is responsible for the books to the same extent to which she is responsible for the text books used in her room and no more. At present our collections are suitable for grades 3 to 8. *Note to teacher.* Show a school library as it looks in a school room.

(e) *Why a school library is a good thing for a teacher to use.*

1 Books chosen with reference to age and ability of pupils are the means of forming a taste for good literature.

2 Teaches children the use of books.

3 Such a library is at hand for immediate use in connection with lessons.

4 All pupils become readers if the teacher is skillful and tactful, for children at this period are strongly under the influence of the teacher.

5 General intelligence and interest are shown in the work of children who read.

(f) *How the library is selected.*

1 Selection is made by the teacher. If she desires help in the choice of books she uses the graded list of books made by the library for the

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Blank 17 Mimeographed sheet distributed freely to teachers and others, one copy given to each pupil with lesson 9.

Aids to the Selection of Children's Books

Catalog of approved books for New Jersey public school libraries. Department of Public Instruction, Trenton, N. J. Free. Graded 1st to 8th year inclusive. Author and title index.

Books for boys and girls. Newark, N. J. Free Public Library. 1906. Price 5 cents, paper. Free to Newark Teachers. An alphabetical author list of 1686 recommended books for young people.

Books for boys and girls. Caroline M. Hewins, Librarian, Hartford Public Library. 1904. Price 15 cents, paper. Carefully annotated and well classified.

Books for boys and girls. Brooklyn Public Library. 1904. Free. A classified list, not intended for children. Books which should be given first choice are marked with a star. "Easy books" for the first 3 school years are indicated by "C".

Class-room libraries for public schools. Buffalo Public Library. 1909. Price 25 cents plus postage, paper. A graded list and subject classification, with an author and title index.

Catalog of books in the children's department. Pittsburg, Penn. Carnegie Library. 1909. Price 75 cents, post paid $1, paper. An author list followed by full subject index not only to whole books but to parts of books, and a title list.

List of books for school libraries; Part 1. Books for elementary schools Grades 1–8. Oregon Library Commission, State House, Salem, Oregon. 1906. Price 25 cents. An annotated list grouped by subject, with author index. Helpful suggestions to teachers in selection of books and management of libraries.

Special methods in primary reading. C. A. McMurry, N. Y. Macmillan. Price 60 cents. Includes lists of books for children in the first, second and third grades and books for teachers.

Special methods in the reading of complete English classics in

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the grades of common school. C. A. McMurry, N. Y. Macmillan. Price 75 cents. Includes lists of books with brief notes, graded from fourth to eighth grades. With each grade are given: books for regular reading lessons; supplementary and reference books; teachers' books.

Literary land marks: a guide to good reading for young people. M. E. Burt, Boston. Houghton, Mifflin & Co. Price 75 cents. An excellent little book. Gives suggestions for profitable use of books in the class room. Includes a list of books mentioned in the text.

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use of Newark schools. She also examines the model library of children's books in the school department room. This collection is made up of four or five hundred of the best examples of children's literature. If the teacher does not wish to make the selection the library does it for her.

2 To follow the course of study with books which shall supplement text books.

3 To include books adapted to ages of children.

4 To cover a variety of subjects; good stories, history, biography, travel, poetry, etc.

Note to teacher. With sample library before class show how books are charged and cared for by teacher.

(g) *How the library is introduced to the children.*

1 By telling stories from the books.

2 By reading selections from the books.

3 By the teacher's willingness to lend books every day or frequently.

4 By interest in giving the right book to each child.

5 By using books as an educational means, not as a reward of merit.

Read before the next lesson suggestions on the use of the School library. Oregon Library Commission, School circular No. 2.

Note to teacher. Ask class at the beginning of the lesson to write a list, giving titles and authors, of the ten best books which they would recommend to children of primary or grammar school age. These lists are a help to the teacher in showing what knowledge the class has of children's literature.

The practice work accompanying these lessons on children's books and their use consists in reading certain children's books and writing notes about them. See lessons 10 and 11, also the last paragraph in lesson 2. The class is also required to do two hours of laboratory work in the school department and children's room. See note to teacher at the end of lesson 2.

Lessons 10 and 11

Discussion of a few typical Children's Books

Note to teacher. Eight groups of children's books, Blank 18, each containing 5 books on a subject, have been listed and posted for the class to read or examine, and for class discussion. See last note to teacher, lesson 2. Each pupil is required to read or examine one book in each group and to fill in a book note, Figs 9 and 10, for each of the 8 books. Of these 8 books read or examined, 4 must be read and so indicated on the book note. Pupils are to fill in book notes for the books examined as well as for those read so that they may have practice in judging something of the value and contents of a book on brief examination. All book notes are due at the hour during which the discussion of the given groups takes place.

Each pupil has had one book assigned to her which she discusses before the class. This discussion is made an exercise in presenting the given book as if to others, especially children, who have not read the book and who are to be attracted to read it.

The purpose of this and the following lesson, brief as they are, is to cultivate the power of distinguishing good books from poor, to gain familiarity with individual books and to arouse some interest in reading and knowing children's literature.

Certain questions which should be raised in passing judgment on

children's books have been suggested here simply as points of departure. After the teacher has shown the class to what test questions, books in the first group, elementary science, should be subjected, individual books, previously assigned to members of the class are discussed by them. The other groups of books are taken up in the same way.

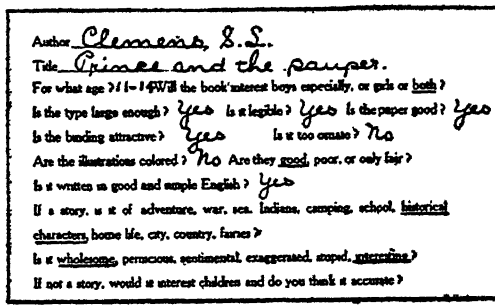

Author Clemens, S. S.
Title Prince and the pauper.
For what age? 11-14 Will the book interest boys especially, or girls or both?
Is the type large enough? Yes Is it legible? Yes Is the paper good? Yes
Is the binding attractive? Yes Is it too ornate? No
Are the illustrations colored? No Are they good, poor, or only fair?
Is it written in good and simple English? Yes
If a story, is it of adventure, war, sea, Indians, camping, school, historical characters, home life, city, country, fairies?
Is it wholesome, pernicious, sentimental, exaggerated, stupid, interesting?
If not a story, would it interest children and do you think it accurate?

Fig 9. Printed book note card filled in by each pupil for every book read or examined for lessons 10 and 11. Size 3 x 5.

It is a help to pupils if the test questions are posted on the bulletin board from the time the first assignment of books is made, or if mimeographed copies are made and distributed to each pupil. These serve as a guide in writing the book notes and in the discussion which follows.

(a) *Elementary science.*

1 Has the material been wisely selected and would it interest children?

2 Do you think it accurate; has the author observed the facts himself; has he depended on the researches of scientists?

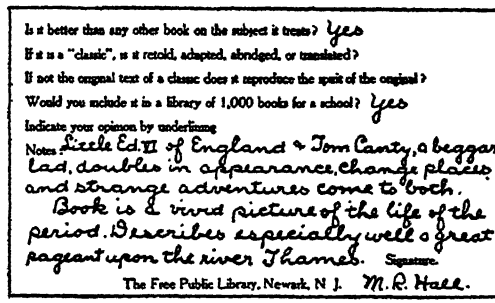

Is it better than any other book on the subject it treats? Yes
If it is a "classic", is it retold, adapted, abridged, or translated?
If not the original text of a classic does it reproduce the spirit of the original?
Would you include it in a library of 1,000 books for a school? Yes
Indicate your opinion by underlining
Notes Little Ed. VI of England & Tom Canty, a beggar lad, doubles in appearance, change places and strange adventures come to both.
Book is a vivid picture of the life of the period. Describes especially well a great pageant upon the river Thames. Signature
The Free Public Library, Newark, N. J. M. R. Hall.

Fig 10. Reverse of book note card. Showing pupils brief summary of the contents of the book.

3 Would reading the book excite an interest in children to investigate for themselves?

4 Is the language simple, the style clear and suitably dignified, free

from sentimentality and from being written down to children? Examples of good form: Burrough's Birds and bees, Patterson's Spinner family.

(b) *Useful arts.*

1 Does the author seem to have had practical experience in doing that which he describes?
2 Are the explanations so clear that a child could do the work described without other help?
3 Does the book simply tell how to do things or does it in addition explain why?
4 Are there diagrams and plans as well as other illustrations and are these clear?

(c) *Biography.*

1 Has the material been wisely selected and would it interest children?
2 Do you think the statements of fact accurate and do they give a true nnd well proportioned picture of the person?
3 Would a child get a clear idea of the person as related to the times in which he lived?
4 Is the whole treatment free from bias but sympathetic?

(d) *History and historical tales.*

1 Does the book give a clear outline of affairs as they occurred and does it relate to this outline great men and great events in proper proportion?
2 Is it supplied with sufficient illustrations, maps, tables, index?

(e) *Travel and description.*

1 Has the author seen the country and adequately studied its manners and customs or if not has he gained his information from reliable sources?
2 Has the author the power of describing the country and its people with sympathetic insight?
3 Are the illustrations suitable and good? Are there maps?
4 Has it an index?

(*Text continued on p. 59*)

Blank 18 Two typewritten sheets posted on bulletin board after lesson 2 to show books to be read and examined for lessons 10 and 11, and also to show assignments of special books to individuals for discussion in class.

Normal School Book Selection Course
Junior B 1 Class

Each pupil is to read or examine one book from each group. At least four of these must be read. For each book read or examined a brief note of criticism or description is to be made. The School department provides slips for this purpose.

Groups 1-4 will be discussed in class Junior B 1 Dec. 2

Groups 5-8 will be discussed in class Junior B 1 Dec. 9

1 Elementary science
Star-land. Ball. Miss Allen
Spinner Family. Patterson
Primer of forestry. Pinchot. Miss Crawford
Seed babies. Morley. Miss Decker
Good health. Jewett. Miss Smith

2 Biography
Historic girls. Brooks. Miss Yallowley
George Washington. Scudder. Miss Dimmick
Magellan. Towle. Miss Brown
True story of George Washington. Brooks
Four American inventors. Perry. Miss Dunn

3 Travel and description
Hans Brinker. Dodge. Miss Glutting
Wild life under the equator. DuChaillu. Miss Dyer
Our little Japanese cousin. Wade
Child life in Japan. Ayrton. Miss Eddowes
Switzerland. Finnemore. Miss Hall

(Blank continued p. 58)

(Continued from p. 57)

4 History and historic tales
Men of iron. Pyle. Miss Heislitz
Boy emigrants. Brooks. Miss Hemming
Our country's story. Tappan
Stories of New Jersey. Stockton. Miss Judge
Prince and the pauper. Twain. Miss Rowe

5 Classics retold for children
Stories of the old world. Church. Miss Kingston
Our young folk's Plutarch. Kaufman. Miss Nicot
In the days of giants. Brown
Old Greek folk stories. Peabody
Tales of the Canterbury pilgrims retold from Chaucer. Darton. Miss McNicoll

6 Useful arts
Boy's book of inventions. Baker
American girl's handybook. Beard. Miss Squier
How to make baskets. White
Little cook book for a little girl. Burrell. Miss Rose
Jack of all trades. Beard. Miss Srager

7 Stories
Rebecca of Sunnybrook farm. Jewett. Miss Tomkins
Story of Patsy. Wiggin
Mary's meadow. Ewing. Miss Underwood
Jolly good times. Smith
Moufflou. Ramé. Miss Watson

8 Fairy tales and myths
Nature myths. Cooke
Fanciful tales. Stockton. Miss Wotiz
Wonderful chair. Browne
Blue fairy book. Lang. Miss Wylie
Curious book of birds. Brown

Free Public Library, Newark, New Jersey

(*Continued from p. 56*)

(f) *Classics for children.*

1 Is the book a classic retold, adapted, abridged or simply translated?

2 If it is not the original text does it reproduce the spirit of the original?

3 Would it be better for the child to read this or wait until he can read the original?

(g) *Stories.*

1 Is the book wholesome in tone?

2 Are the language and style good?

3 Is it entertaining?

4 Is it written too obviously to point a moral?

Note to teacher. At the close of lesson 11, tell the class to read for the next and final lesson the pamphlet Books as tools for children, by Charlotte M. Baker, State Agricultural College, Fort Collins, Col., a very good statement of the use of reference material which is available to all teachers. The are to read also How far should courses in normal schools and teachers' colleges acquaint all teachers with the ways of organizing and using school libraries, an address by David Felmley, President of Ill. State Normal University in the proceedings of the N. E. A., 1908, also in Library journal, 1908, also reprinted by the Newark Free Public Library, which has a limited number for free distribution.

Call in note books for final inspection and marking.

Ask the class to bring to the instructor during the coming week, notes of any points not clear in the course. These will be discussed during the final lesson hour.

Lesson 12

Children's Reference Work; a Review of the Course

In accordance with the present day school methods children are being required to read and study more and more in books other than text books. This means that children must learn to handle simple

reference books for themselves, must know how to look up the spelling of a word and its definition in a dictionary, must know how to turn quickly to the life of a man in an encyclopedia of several volumes, must know that they would find a brief sketch of a famous man in a biographical dictionary, etc., etc. They must know something of the use of a library.

It is then to be borne in mind that the instruction which has been given in this course of lessons to you as teachers was not only to increase your ability to make the most of the resources of the library of the school or the public library, but to give you material for reproduction to your class. Constantly your work with children will involve the use of the library for them as well as for yourself.

The children who go to the library with little idea of what it has for them and with no clear idea of what they would like to get from it, work at a great disadvantage.

The material in the earlier lessons in this course dealing with the arrangement of books on the shelves, the catalog as an author, title and subject index to the books, and magazine indexes, etc., can be used successfully with children in the 6th, 7th and 8th grades. The classes should be brought by the teacher to the library, where they may have actual practice in using the library under the teacher's close supervision. Arrangement for such work can always be made with the local public library if the school library is not available.

Before taking classes to the library room the children should be made thoroughly familiar with the books at hand in the school room. They should know how to look up quickly a given country in the geography by using the table of contents, they should understand the system of alphabetical arrangement of words in a dictionary, etc., etc. This can be taught better by the teacher than by any one else.

Bear in mind constantly that it is the policy of present day libraries to wish to co-operate in every way possible with the schools. Make yourselves acquainted with the library and let the library know when it can be of assistance to you.

Note to teacher. Any questions of points not clear in the previous work are brought up and discussed at this point. The last twenty minutes of the hour are given to a written exercise which calls

for a knowledge of the work in class or the reading which has been required of the class, or of questions of theory connected with the work. Some specimen questions which have been used are:

1 Describe in not more than 100 words the picture collection of the library, mentioning its location in the building, its arrangement and its use for teachers and classes.
2 Where and on what occasion was Mr. Felmley's address given?
3 With what tools in a library does he say normal school pupils must have intimate acquaintance?
4 What does he say a teacher experienced in the use of a library will do before sendiag a class to the library to look up a topic?
5 Mention the ten main classes in which books are arranged in a library.
6 What aids would you consult in recommending books to children of a certain age?
7 Mention 10 ways in which the course of library lessons has been of practical value to you.
8 Mention 2 ways in which the library lessons might be made more useful to normal school students.

Other suitable questions are suggested by the Oregon Library Commission in a blank called Some things a teacher should know about books and libraries.

About four questions of this sort can be covered by the pupils in twenty minutes.

The ranking for each pupil is based not only on this final written test but on every practice paper handed in, on the so called laboratory work in the library as part of the work with children—see note to teacher lesson 2, third paragraph—and on the note books. The final mark given is an average of these.

A List of Books and Articles to Which Reference is Made in the Course.

For a full list of references to articles on the relation of Libraries to Schools see the report prepared by Miss Baldwin and noted below.

Report of the joint committee representing the American Library Association and the National Educational Association, on instruction in library administration in normal schools. Prepared by Elizabeth G. Baldwin. N. E. A. 50th anniversary volume, 1906. pp. 215–281. Reprinted as a separate pamphlet, May, 1906. Pub. by N. E. A. Winona, Minn. 10 cents per copy.

The Public library and the public school. Charles B. Gilbert. N. E. A Proceedings and addresses, 1903, p. 948–953. Reprinted as a separate pamphlet. N. E. A. 1903, 10 cents per copy.

Suggestions on the use of the school library. Oregon Library Commission, School circular No. 2. October, 1906.

Books as tools for children. C. A. Baker, State Agricultural College, Fort Collins, Colo. 1908.

The Features of a printed book, showing some examples of the typography of modern book pages made up in the usual forms with some technical information. Done at the School of Printing, North End Union, Parmenter St., Boston, Mass. 1906. 50 cents.

The Story of books. Gertrude Burford Rawlings. D. Appleton & Co. 1906.

A Normal school president on the use of books. David Felmley. How far should courses in normal schools and teachers' colleges seek to acquaint all teachers with the ways of organizing and using school libraries. Library Journal, Aug. 1908; also, N. E. A. Proceedings and addresses, 1908. p. 1087–1093. Reprinted as a separate pamphlet, Free Public Library of Newark, N. J. 1908.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part V

The School Department

Section 3 The Picture Collection

By J. C. Dana

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

The Picture Collection

The picture collection occupies a room 23' x 24' on the north side of the first floor of the library. It has an entrance from the main hall and is close to the school department from which it is separated only by a narrow passage leading from a side entrance to the building to the main hall. The proximity of these two departments is of distinct advantage to each as they are both used mainly by the same group of school people.

The floor plan, Fig 1, shows the arrangement of the room, and its relations to the school department and to the lower hall of the building.

The pictures have been accumulating for 8 years and now number about 100,000, including a great variety of sizes and kinds of prints. More than 15,000 are mounted, all in uniform style, on mounts of the same size. See under Mounts and Mounting.

How Pictures are Obtained

The main sources from which the pictures have been gathered are these:

Magazines. The collection is enriched each year by illustrations from hundreds of magazines which are bought at second hand, and from those which are purchased for the library reading room, but are not needed for the bound files. Some of the magazines that have contributed to this collection are:

Fig 1. Floor plan of the Picture Collection Room.

1 Main hall of the library, first floor. The elevator is about ten feet to the left of the entrance to the room from the hall.

2 Side entrance and hallway to the building; used only by members of the staff, and by them only in the morning before the library is open to the public.

3 Passage from the School Department Room to the Picture Collection Room, separated from the rest of the side hallway by fences and gates as indicated. The gates are locked during library hours The Picture Collection Room is open to the public through the door marked 1.

4 Row of 17 picture boxes.

5 Row of 19 picture boxes.

6 Row of 6 picture boxes.

7 Four rows of 6 picture boxes each.

8 Table for borrowers to use in examining pictures.

9 Desk of attendant in charge.

10 Work table.

11 Public telephone booth.

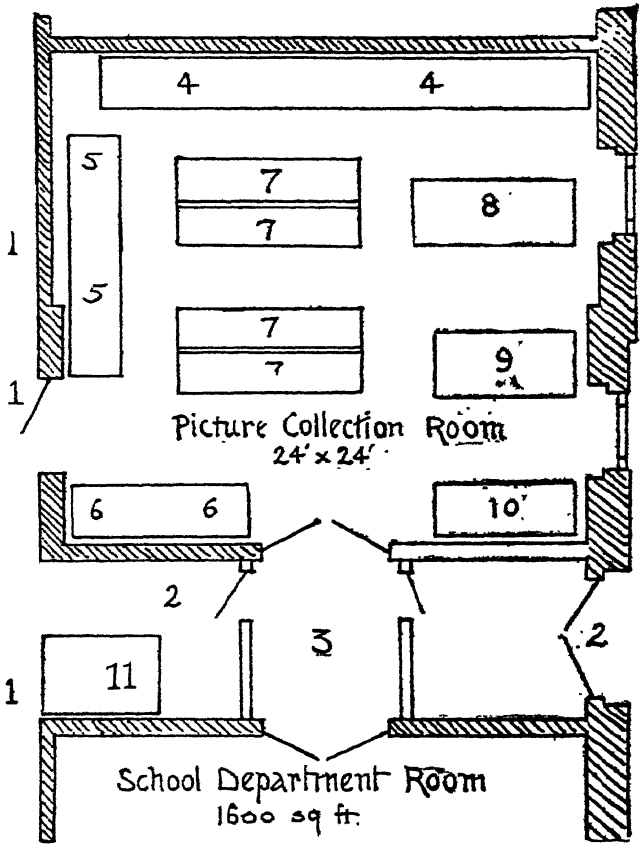

4
4
5
5
7
7
8
7
7
9
1
1
Picture Collection Room
24' x 24'
6
6
10
2
3
2
1
11
School Department Room
1600 sq ft.

Fig 1.

American Homes and Gardens
Century
Collier's Weekly
Cosmopolitan
Country Calendar
Country Life in America
Garden Magazine
Harper's Magazine
Harper's Weekly
House Beautiful
L'Illustration
Illustrirte Zeitung
Interior Decoration
International Studio
Jugend
Keith's Magazine
Keramic Studio
Kunst
Ladies' Home Journal
Leslie's Weekly
London Illustrated News
McClure's
Moderne Kunst
Moderne Stil
National Geographic Magazine
Munsey
Outing
Outlook
Perry Magazine
St. Nicholas
Saturday Evening Post
Scientific American
Scribner's
Town and Country
Travel Magazine
Ueber Land und Meer
World's Work

Books. Illustrations have been taken out of many books to enlarge the picture collection. Some of the books were discards from the library, set aside because too much soiled to be used longer as books; some were books deliberately taken apart, though still sound, because they were manifestly more useful when thus treated; some were gifts which were either incomplete or were duplicates of those already in the library; some were bought new or second-hand for the express purpose of adding their illustrations to the collection. Expensive volumes of plates which are taken apart are chiefly used in the art department.

A few of the many volumes which have contributed material to this department are:

America, her grandeur and her beauty
American Gallery of Art
Animal Kingdom, Living pictures of the
Art and Artists of our time
Bibel, in der Kunst

Bible, Harper's illuminating and new pictorial
Christ and the Apostles
Civil Costumes in England from the Conquest to the Regency
Portraits of American authors, by J. C. Clay
Decorative figures
Decorative flower studies
England, History of
Famous paintings of the world
Forest, fish and game commission of the state of New York. Reports
Heroines of Shakespeare
Hundred best pictures, by Letts
Indian scenes and characters
Living races of mankind, by H. N. Hutchinson
One hundred crowned masterpieces
People's Standard History of the United States
Pictorial field book of the Revolution, by Lossing
Picturesque America, by W. C. Bryant
Players of the day
Portrait gallery of eminent men and women
Portraits, Granger's Biographical History of England
Tour through Northern Europe, by J. L. Stoddard
Venice of to-day, by F. Hopkinson Smith
Washington, a biography, by B. J. Lossing
World's Fair, The Magic City

Picture publishers. Such firms as Perry Pictures Co., Malden, Mass.; A. W. Elson & Co., Boston, Mass.; Cosmos Pictures Co., New York; George P. Brown & Co., Beverly, Mass.; Bureau of University Travel, Boston, Mass., and Detroit Publishing Co., (Detroit Photographic Co.), Detroit, Mich., and New York, publish small pictures on a great variety of subjects, costing from 1 to 10 cents each. These have been purchased freely for the collection. Many of them, particularly the nature pictures, are in color. When a number of copies of the same picture are required, these cheap prints have proved very useful. The Soule Art Publishing Co., 190 Boylston St., Boston, Mass., publishes large and small photographs.

Imported lithographs. Several hundred large colored lithographs on educational subjects are included in the lending collection of pictures. They have mainly been selected from the Bibliotheca Paedagogica, a German catalog of educational books, pictures and appliances. These lithographs vary in size and shape, 25" x 36" being perhaps an average size. They are well adapted for school use, as they may be easily seen across a class room. They cover subjects in biography, history, architecture, painting, sculpture, literature, geography, science, commerce, industry and nature study. They cost, unmounted, from 30 cents to $1.50 each and may be ordered through any importer. See Decorative and Educational Pictures.

Japanese prints. Japanese prints are useful for design and landscape studies. A few hundred inexpensive ones have been purchased in this country and Japan and are included in the collection. The finer Japanese prints are in the art department. Both cheap and expensive prints can be bought of Bunkio Matsuki, Boston, Mass., dealer in Japanese art objects.

Method of Storing

When this collection was started the pictures not mounted, were grouped by subject and were placed in folders made from manila paper, cut 17 1-2" x 28" and folded to a size 13" x 17 1-2" by turning down a flap six inches wide across one end of the paper and a nine-inch flap at the other end. The name of the subject was written close to the folded edge on the narrower flap of each folder. The folders were arranged alphabetically and kept in pasteboard boxes, 18" x 14" x 4". One side of these boxes is on a linen hinge. Any desired folder could be consulted without the labor of removing a box from the shelf, as by lifting the cover the hinged side, which was always kept toward the front of the shelf, could be dropped, thus disclosing the folders labeled along the edge and lying horizontally within.

As the demand for pictures increased the more popular ones were mounted for lending on uniform mounts, 13" x 17 1-2"; and boxes to hold the mounted material were constructed of half inch whitewood stock. The measurements of these boxes are as follows: Base, 13 1-2" wide, 24" long; sides, 18" high. Extending across each box, midway

Fig 2. View of the Picture Collection Room from the entrance, showing Boxes, Covers, and Storage Shelves below.

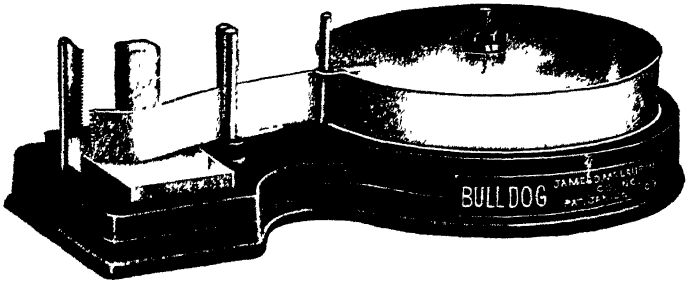


Fig 4. Bull Dog Sealing Machine. Manufactured by James D. McLauren Co., N. Y.

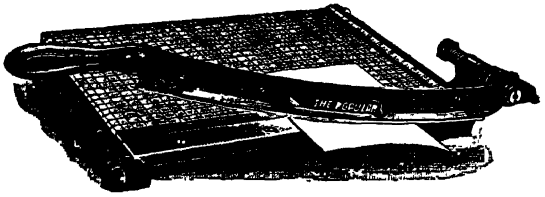


Fig 3. The Popular Cutter, used for trimming pictures. Made by the Milton, Bradley Co., Springfield, Mass. Price, $7.00.

from front to back, is a vertical partition of compo board which keeps the pictures in an upright position, even if there are only a few in a box.

Compo board is a material, quarter of an inch thick, made of strips of wood about an inch wide glued together between two layers of thin pasteboard. It costs six cents per square foot. It comes in sheets four feet wide and is obtainable in any length up to 10 feet.

To bring the boxes up to a convenient height they are placed on bases 22 1-2" high and 25 1-2" deep. These bases are built in sections 7 1-2 feet long, each section holding six boxes. Each base contains two shelves which are very useful for storage purposes.

On three sides of the room there is a row of boxes against the wall; 24 other boxes occupy the left of the central floor space. They are placed back to back in parallel rows of 6 boxes each.

A cover of compo board covered all over with brown Rugby wrapping paper is attached by means of hinges to the back of each box. At night the covers protect the pictures from dust; during the hours when the picture collection is accessible to the public, the covers are raised and rest against the wall behind the boxes.

The bases are an inch and a half deeper than the boxes. A strip of wood one inch high, secured to their bases along their entire length 1" from the front, prevents the boxes from being pushed out of position, and allows the box covers when opened to rest back a few degrees beyond the perpendicular so that there is no danger of their falling forward.

The opened covers of the boxes standing in the open floor space lean against a three inch rail of wood running 20" above the tops of the boxes; 14" below this, a second rail runs parallel to the first. These horizontal bars are held in position by uprights fastened to the ends of the bases. As the boxes stand back to back, only one such frame is required for each double row, the opened covers of opposing boxes are held together above the frame by a metal clip.

Each box holds about 500 mounted pictures or several times as many if unmounted. The mounts stand vertically in the boxes like cards in a catalog. They may be easily consulted, for each picture has its name at the top and the entire series is arranged alphabetically.

The borrower can read the names and see the pictures as he turns them over without even removing them from the boxes, except for close inspection. A label on the front of each box gives the name of the first and last subject illustrated within. A mounted picture is tacked to the inside of each box cover. When the covers are open these pictures form a little exhibition, giving the casual observer an idea of the diversity of subjects represented in the collection.

Folders for Unmounted Pictures

When folders full of pictures are piled one upon another, as our pictures were formerly kept, it is impossible to take out the lower folders without supporting the weight of all the upper ones. This disadvantage is overcome in the vertical method of filing, which is so much more convenient that nearly all unmounted material has now been transferred to the wooden boxes where it immediately follows the mounted pictures on the same subject. The original horizontal method of filing is no longer used, save for the storage of pictures which are rarely called for.

The folders used in the vertical file for unmounted material are made of manila paper, cut 30 " x 32 ", as follows: turn up a flap seven inches and a half wide entirely across one of the long edges of the paper. This later makes a pocket at the bottom of the folder, which prevents the pictures from falling out. At right angles to the first fold make a fold 12 inches from the right edge and another seven inches from the left edge of the paper. Then turn down the entire top part, now having three thicknesses of paper, in a fold seven inches wide. The completed folder is 13 " x 17 1–2 ". Pictures cannot slip out of the bottom and dust cannot get in at the top. The subjects covered by the pictures in each folder are written in the upper left corner. The paper is jute manila, 30 x 40, 120 lb. No. 1. Folded. 6c. per lb. Each folder costs one cent and a half.

The present system of vertical filing is very satisfactory; its chief drawback is that it requires a large amount of floor space. As the collection grows we shall place the boxes on their sides and put them on top of each other, when the pictures will stand on their edges instead of their ends.

The right side of the picture room contains the assistant's desk, a

work table, and a table 3' x 7', and chairs used by visitors. The large table is used for mounting material preparatory to filing.

Pictures Mounted as Required

The mounted pictures, now numbering about 15,000, form a very satisfactory working collection. When new pictures are received, only those illustrating subjects in much demand are mounted; the others are merely sorted and filed in the folders containing other unmounted material on the same subjects. When a borrower inquires for pictures on any subject, he is first referred to the mounted collection. If suitable mounted pictures are not available, the reserve supply of unmounted material is consulted, and the pictures selected are mounted immediately if desired.

By mounting pictures as they are asked for and as experience of demands regularly received suggests, instead of adding promiscuously to the mounted collection, the public is well supplied and the library has a minimum of mounted material for which to provide storage space.

Mounts for Pictures

A standard sized mount has been adopted, 13" x 17 1-2". Where it is necessary to economize space a thin mount is essential. Pulp board No. 80 is thin enough, has an agreeable surface and a slight cream tint, and is used for all black and white pictures and for most colored ones. This light-weight pulp board costs $1.50 per bundle of 80 sheets, 26" x 36". The number, 80, is the number of sheets in a a bundle. When cut to standard size each sheet makes four mounts; the cost of a single mount being a trifle under half a cent. Almost all large paper dealers sell pulp board.

Gray and brown mounts are used with good effect for colored prints. A gray mount of good weight and color is chipboard, No. 50 or 70, costing $1.25 per bundle, 26" x 38". Straw board is a good background for some colored prints; but is not recommended for pictures that are to receive much handling.

Before mounting, the margins of the pictures are evenly trimmed. At least a half inch margin on all sides, and more if possible, is left on pictures that are to receive much wear so that if it becomes

necessary to renew the mount, the print may be removed an retrimmed without injuring the picture.

For trimming the margins of pictures with precision and rapidity cutting machine is much superior to scissors. The " Popular " cutte having a 15 inch blade, price $7, made by the Milton Bradley Co Springfield, Mass., is very satisfactory for general use. The sam company makes larger and smaller cutters. The " Springfield, " havin a 24" blade costs $18. It is not so easily handled as the smalle machine and the need for such a long knife is only occasional.

For the sake of speed in mounting and ease in removing from th mounts, ordinary prints are pasted at the four corners only and ther very lightly. Higgins' Photo Paste is used, 6 oz. jar, 25c. The pas is applied to a very small area and the brush is drawn toward th corners of the picture, so that the tips receive the paste and are hel down securely. All the trimming of a group of pictures to be mounte is finished before pasting is begun.

Mounting Pictures

Pictures are placed in the middle from left to right and alway two inches and a half from the top of the mount. This is accomplishe by means of a guide card and mounting board, which may be easil constructed. A mounting board is a flat board about one inch longe and wider than the mounts, having on two edges, the left and the to a rim made of a strip of wood extending an inch and a half highe than the surface of the board. These two strips form an exact rig angle at the upper left corner of the board, into which a pile c mounts may be fitted and held in position. The guide is then lai flush with the upper edge of the top mount. This guide card is piece of card board 13" long and two inches and a half wide. Fiv heavy black lines are drawn across it: one at its center and the othe an inch and three quarters and three and a half inches from each en These marks make it quite easy to place a picture in the center c mount from left to right, and at the proper distance, always two inche and a half, from the top. For example, suppose a picture to be mounte is five inches wide after trimming. Paste the four corners as directe

Hold the top edge so that it touches the lower edge of the guide card, then note that the two top corners of the picture are equi-distant from the two inner marks on the guide card. These two marks are six inches apart and a five inch picture extends within half an inch of each mark. These distances are readily measured by the eye.

With this simple device it is easy to mount pictures rapidly and yet to have none of them vary more than a small fraction of an inch from the right and left center.

Each mount is removed, as soon as the picture is pasted upon it, from the top to the bottom of the pile, the weight of those above pressing each picture in turn.

The words, "Free Public Library, Newark, N. J.," are stamped with red ink in the lower right corner of each mount.

Classification

The classifying and cataloging of the collection have been carefully considered from time to time in the eight years since it was begun. Our experience has led us always to the same conclusions, that for this particular collection, no classification is needed; that no arrangement is as good as an alphabetical one by subjects; and that the pictures, under this arrangement, need no catalog since they themselves form their own. They stand on their edges like cards in a catalog, as already described; and the names of the subjects under which they are arranged being written near the top of each mount, as described, they are easily consulted and pictures on any desired subject are easily found. Photographs and other pictures used by art students are perhaps more easily and more advantageously used if they are closely classified and are quite elaborately cataloged on cards, in the usual way. Our picture collection forms an alphabetically arranged iconographic encyclopedia for which no index is needed. As occasion arises mounts are added, without pictures, bearing cross references.

It seems impossible to devise any permanently satisfactory system of classification that will include all the details of arrangement and settle the complications that are continually arising. The classification of this collection frequently undergoes minor changes, the primary object

being not so much to keep it a model of consistency as to have the arrangement such that the borrowers can use the collection with ease.

Visitors have free access to the pictures in the collection and usually look over the pictures themselves and select the ones they wish. The person in charge is always ready to give assistance to any one who seems to have difficulty in locating the material she wants.

There is a collection of photographs, of sheets of designs, of engravings, of plates in or taken from art publications in the art department, and entries referring to subjects in the field of this collection are not found in the following list.

All the pictures, then,—to continue the account of their arrangement,—are arranged alphabetically by subject. The name of the subject is written, or stamped with small rubber type, in the upper left corner of the face of each mount, and on the outside of each folder. Permanent rubber stamps have been made for the subjects which are most used. As the pictures stand vertically in the boxes the names at the top are easily read.

The main subject headings now in use in the collection are here given. The names of subjects for which as yet there has been little demand have been omitted from this list.

As the collection is used largely by teachers we have appropriated for our headings a few of the terms which they frequently use in calling for pictures, such as "Forms of land and water," and "Races of man." The subject "Kindergarten" includes the pictures frequently asked for by kindergartners. The group "Portraits" includes not only pictures of people, but also of their homes, and of incidents connected with their lives, as borrowers usually inquire for this material in connection with the study of any person of note and it is convenient to find it all in one place. Historical pictures are in the main to be found under the names of countries. Pictures of places are grouped by continent and then by individual country and city, except in the case of our own continent where we use the headings, United States, Canada, Mexico, etc., instead of grouping all under North America.

The arrangement of the pictures in each group is also alphabetic; for example, pictures of animals are arranged alphabetically by kinds of animals under the general heading animals; copies of paintings

are arranged alphabetically by artists' names under the general heading artists, the individual mounts being marked as follows:

Animals—Bear
Animals—Buffalo
Animals—Camel
Painters—Abbey
Painters—Bonheur
Painters—Corot

List of the more important subjects under which Pictures are arranged.

Aerial navigation
Africa—Egypt
Africa—Orange Free State
Africa—(other countries)
Agriculture
Alaska
Animals, a to z
Aquariums
Arbor
Armor
Army—sub-divided by country
Asia—China
Asia—India
Asia—Japan
Astronomy
Athletics
Australia
Automobiles
Autumn
Badges
Bakers
Bamboo
Banks
Barbers
Basketry
Bee-keeping
Beet Sugar—see Sugar
Bells
Bermudas
Bible*
Bill-posters
Birds, a to z
Blackboard drawings
Blacksmiths
Blind
Boats
Bookkeepers
Borax
Bricklayers
Bridgebuilding
Bridges
Brooks see Forms of land and water
Brush work see Drawing
Butchers
Camping
Canada
Canals
Canoes
Carnivals
Carriages

*Biblical subjects are arranged alphabetically according to the books of the Bible in which the incidents illustrated are recorded. Pictures illustrating life of Christ are together.

Casks
Castles—grouped by country
Central America
Chariots
Children
Chivalry
Christmas
Civics—Back yards
Civics—Bill-board nuisance
Civics—Streets
Cliff dwellers
Clouds
Cobblers
Cocoa
Coffee
Colleges—American
Colleges—Foreign
Commerce
Cooks
Coral
Cork
Costume—subdivided by country
Cotton
Cowboys
Crusades
Crustacea see Shell fish
Cuba
Cups
Cyclones
Dairies
Dams
Dances
Decoration day
Deserts see Forms of land and water
Doctors
Drawing—Blackboard
Drawing—Brush-work
Drawing—Trees
Dressed meat
Easter
Editors
Electricians
Electric machines
Engineers
Engineering
England—History—Plantagenet
England History—Tudor
Europe—subdivided by country
Excavators
Explorers
Fairs
Family
Fans
Farm life
Fire department
Fish
Flag day
Flags
Flax
Flowers, a to z
Forestry
Forms of land and water
  Bay
  Brook
  Canyon
  Cape
  Desert
  Glacier
  Harbor
  Island
  Lake
  Mountain

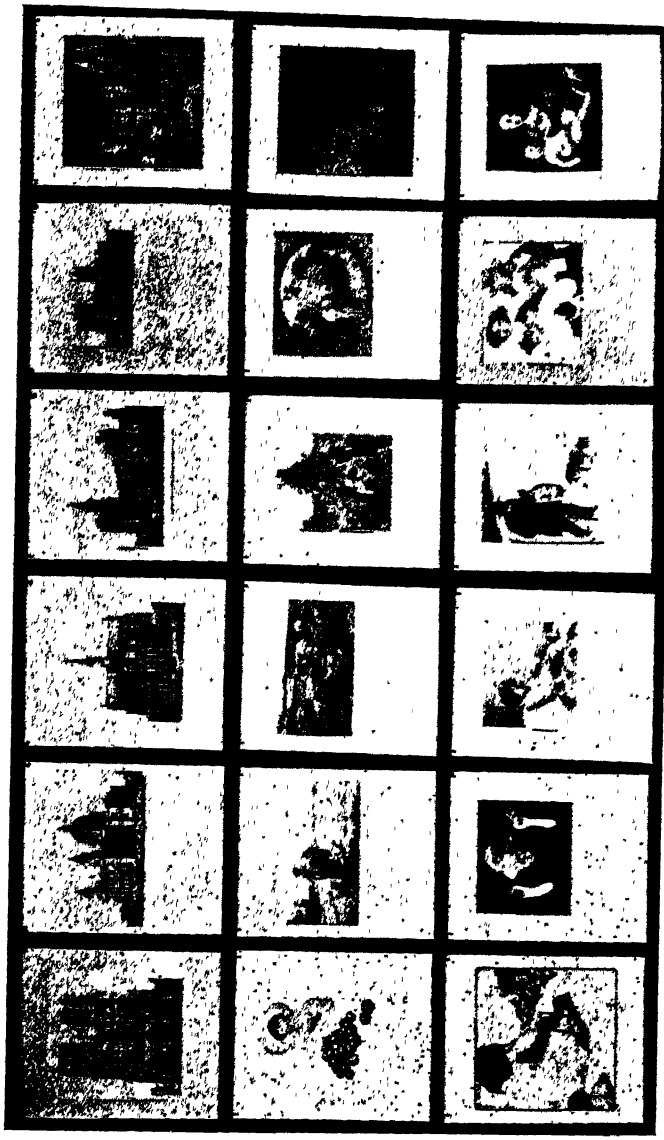


Fig 5. Six sheets or mounts out of a set or exhibit of each of three kinds. Top row, Cathedrals; middle row, Harvest;

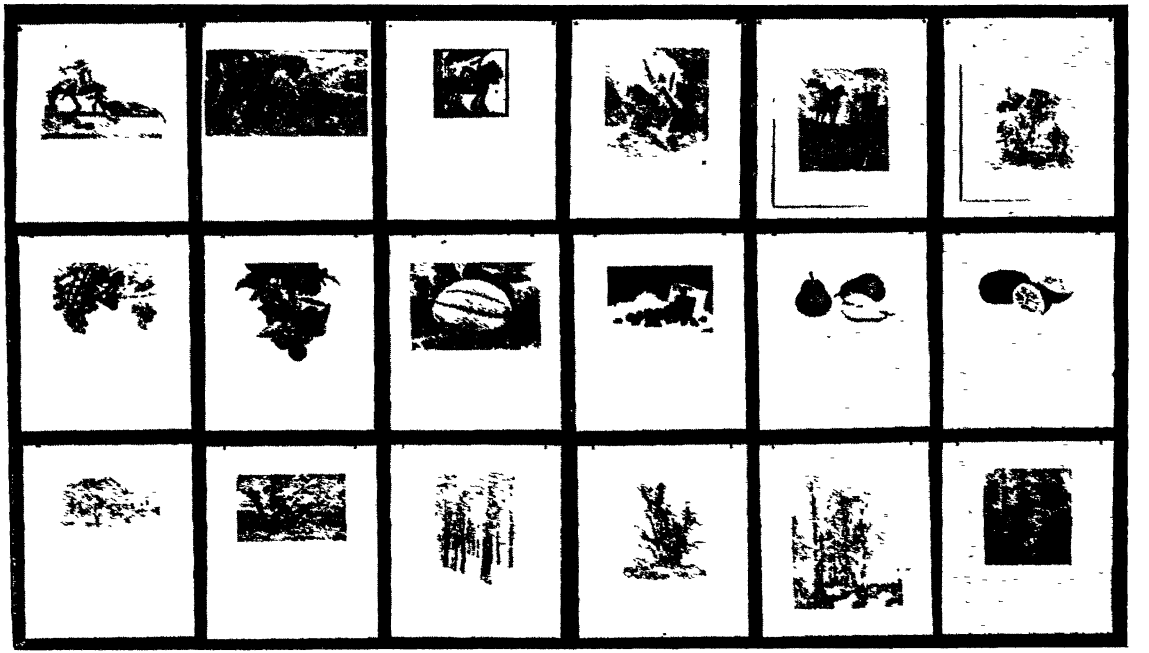


Fig 6. Six sheets or mounts out of a set or exhibit of each of three kinds. Top row, Chivalry; middle row, Fruits;

Forms of land and water
  Peninsula
  Plain
  Prairie
  River
  Valley
Fourth of July
Frogs and toads
Fruit—Apple
Fruit—Cherry
Games—Golf
Gardens
Germany—History
Geysers
Glaciers see Forms of land and water
Glass
Golf—see Games
Greece
Hallowe'en
Harvest
Hatters
Hawaii
Hemp
Horticulture
Hospitals
Hunting—see Sports
Hygiene
Ice
Iceland
Idols
Illustrations—Goldsmith – Deserted Village
Immigration
Indians
Insects, a to z
Irrigation
Islands—Bahamas
Islands—Canaries
Kindergarten
Lawyers
Leaves see Trees—Leaves
Life saving
Lighthouses
Lightning
Lineman
Liquid air
Lizards see Reptiles
Lumbering
Machinery
Madonnas
Magna Charta see England—History–Plantagenet–John
Mail
Manual training—Cooking
Manual training—Sewing
Maple sugar see Sugar-Maple
Maps
Marble see Quarrying
Martinique
Masons
Merchants
Mexico
Military academies
Mills
Miners
Minerals—Coal
Motorman
Motor
Musical instruments
Mythology—subdivided by country
Navy

New Year
New Zealand
Newark
  Buildings
  Historic spots
  Parks
Nursing
Nuts
Ocean
Oil
Organ
Organ-grinder
Pacific Islands
Pageants
Painter
Panama
Paper
Pepper
Philippines
Photographer
Physiology
Pirates
Plants
Play grounds
Polar regions
Portraits, a to z
Posters
Poultry—Fowls
Printing
Prisons
Pulpits
Quarrying—Granite
Races of man—subdivided
Railways
Rainbow
Reptiles
Rice
Roads
Rocks
Rome
Roots
Rubber
Ruins
Sailors
Saints—St. Patrick
Schools—subdivided
Sea life
Shell fish
Shells
Ships
Shipwrecks
Shoes
Sign boards
Silk
Snow crystals
South America—subdivided by country
Spinning and weaving
Sponges
Sports—Fishing, Hunting
Spring
Stage
Steel and iron
Subways
Sugar—Beet
Sugar—Cane
Sugar—Maple
Summer
Supernatural
Surveying
Table decoration
Tailor

Tanner
Tea
Teacher
Teakwood
Teamster
Telegraph
Telephone
Tenements
Thanksgiving
Tobacco
Tombstones
Toys
Transportation
Travel
Trees, a to z
Tuberculosis
Tunnels
Turpentine
Turtles
United States Geography, subdivided by states, a to z, also by Physical features, as canyons, rivers and mountains
United States History, subdivided by period
Valentines
Vanilla
Vegetables
Vines
Volcanoes
Watches
Weapons
Weather vanes
Weaver
West Indies
Western life
Wheat
Wind
Windmills
Winter see Sports
Wireless
Wood
Wool
X-Ray
Yachts
Y. M. C. A.

Charging System

As many pictures as a person wishes may be borrowed at a time.

The record of pictures lent is kept on 2" x 5" slips in a slip box on the assistant's desk. The following items are recorded:

1—Date, stamped with dater
2—Borrower's name
3—Borrower's address
4—Number of pictures taken
5—A note as to the subjects included

These slips are arranged alphabetically by borrowers' names in two series: Those lent during the current month in one file and those prior to the present month in another.

A label, Fig 6, is pasted on each package of pictures lent and the borrower's name and the date are written thereon.

The Free Public Library of Newark, New Jersey

Pictures are lent for one month on borrowers' cards. For each package of pictures not returned or renewed a fine of two cents a day is charged.

J. C. Dana, Librarian

Fig 6. Label pasted on each package of pictures lent. Multigraphed.

The desk equipment, consisting of dater, red ink pad and slip box, is the same as it is in the lending department. See Charging System.

Standard sized pictures, on mounts 13" x 17 1-2", are carried to and from the library by the borrower or may be deliverd by the library at one of its branches or sub-stations. Large pictures are taken to the schools by the library wagon and are called for at the expiration of one month, the teachers being previously notified by postal of date of collection. School packages are delivered and collected by the library wagon once a week.

In tying up pictures for borrowers to take away, we find very convenient the Bull Dog Sealing Machine, manufactured by James D. McLaurin Co., N. Y. Price, $5. Fig 7.

This machine is simple, but not easily described. It contains a spool of paper tape one inch wide and 800 ft. long, gummed on one side. As this tape, used in place of string, is pulled off the spool, it passes over a moistened pad which wets the gum and makes it ready to attach at once. The spools of paper cost 30c each.

Bulletins and Exhibits

We do not make picture bulletins. In our experience they seemed a futile attempt to elevate the scrap-book to uses for which it is not

fitted. They are not beautiful, though they are sometimes pretty. Their compilation takes much time. The elaborate lettering on them usually speaks more of the pains incident to making it than of the skill and taste devoted to it.

A group of pictures on any given subject, taken out of the collection and displayed, thereby becomes a bulletin on that subject. To this extent and in this way our collection is daily forming bulletins, which are daily expanding, changing and improving.

If a group of pictures on any specific subject is asked for and the mounted collection can furnish none or but few, and if the subject seems one which it is wise to attempt to illustrate, pictures on it are sought for in the unmounted set, and if need be elsewhere, and the required group is made.

Certain subjects have been so fully and carefully worked up in this way,—always for a definite purpose, and usually for a demand which recurs every few months,—that we have given them the name of exhibits. These exhibits are of very varying extent and quality. They are shown in the children's room, and in the school department room and in other places in the building. They are lent to grade teachers to be displayed in school-rooms. On those subjects for which there is a large and constant demand some of the exhibits have gradually become so extensive that they may be divided into several parts, which are shown at the same time in several different schools. Certain of them are much used n the high school.

A few of the Picture Collection's Exhibits

The names of some of the exhibits are here given. The numbers indicate the number of mounted pictures in each exhibit.

Africa. 61
Africa—Egypt. Illustrated by Jules Guerin. 16
Animals. 38
Army—American. 47
Asia. 98
Birds. 267
Children. 200
Chivalry. 89
Christmas. 300
Cliff dwellers. 10
Costume. 150
Crusades. 150
Elizabeth. 130
England—History—Stuart. 59
England—History—Tudor

Europe. 500
Explorers. 35
Farm life. 12
Flowers. 600
Forestry. 123
Forms of land and water. 150
France—History. 50
Fruits. 70
Gardens. 12
Germany. 40
Greece. 58
Harvest. 8
Illustrations—Fairy Tales. 50.
Illustrations—Goldsmith—Deserted Village. Illustrated by Edwin A. Abbey 20
Illustrations—Shakespeare. 111
Indians. 121
Insects. 40
Maple sugar. 8
May Day. 9
Minerals. 34
Portraits—Cromwell. 17
Portraits A selection of Rulers of Nations. 50
Rome in the time of Caesar. 97
Sea life
South America. 129
Thanksgiving. 29
Tuberculosis. 15
U. S. History Civil War. 66
U. S. History Revolutionary. 200
U. S. New York City, Illustrated by Jules Guerin. 6

Use Made of the Collection

The collection is used in so many different ways that it is impossible to mention all of them.

Teachers form the majority of borrowers. They use the pictures to illustrate lessons in geography, history, nature study and other subjects; for subjects of composition; to illustrate and to serve as texts for talks and stories; to decorate school-room walls, and to interest and entertain the younger pupils.

Women's clubs use them to illustrate any subject they may be studying, architecture, home decoration, city planning, civic improvement, safe and sane fourth of July, playgrounds, street-cleaning, history, travel, art, artists, poets, and many other topics.

Newspapers use them for portraits, scenes, historic events; and newspaper illustrators and other draughtsmen for any of the many subjects for which they may need either suggestions or definite objects.

We feel that as a working tool the collection is as yet only in a very early stage of development. It has proved its value; that it will in time become absolutely indispensable to the community, as much so

as the collection of books which it supplements and out of which it grew, is already evident.

Other Pictures

The picture collection which has been described in this pamphlet includes only a part and in some respects the less important part of the library's resources in the line of the graphic arts.

In the art department there is a large number, about 1000, of such bound volumes of illustrations of every kind as are usually found in public libraries. These are of course called upon to supply demands which the picture collection proper cannot meet. Quite frequently plates are taken temporarily from large volumes and lent for home use. Many volumes of plates have, as already stated, been taken apart, and added either to the picture collection or to the collection, quite distinctively for artists and designers, in the art department.

In this department are about 1200 sheets of designs, largely taken from books made up of plates and pictures, such as those which illustrate jewelry, tapestry, embroidery, wall decoration, furniture, and like subjects; all mounted uniformly, classified and stored conveniently for inspection.

In the same department are about 500 photographs, mounted, labeled, classified and catalogued.

All these plates and photographs are lent on demand.

Connected with the art department also is the permanent exhibit of engravings, lithographs, and other prints, containing about 400 items, of which 300 are framed and hung on the walls, all collected with the purpose of illustrating and explaining the history of prints and the methods and processes of producing them.

These books, designs, photographs and prints and the method of collecting and using them will be described in considerable detail in the pamphlet in this series on the Art Department.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part V

The School Department

Section 4 School Libraries

By Grace Thompson and J. C. Dana

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

School Libraries

Public School Changes

Two very important changes are rapidly taking place in the management of public schools. One is the adopting of the plan of all the year sessions. Up to about five years ago it was impossible to find, in the educational literature of this country, any mention, much less any discussion, of the subject of the short school year, the long vacation and the frequent holiday and their influence on public school efficiency.

An article by me on this subject which appeared in the New York Independent on Vacation and Holidays in the Schools seems to have been the first presentation of the question in the general or the educational press for many years. It was sweepingly condemned as silly by one school journal and ignored by all others, as far as I could discover. Today the situation is greatly changed. All the year schools are freely discussed and very generally advocated. Except for an accident this system would have been given a trial in two large schools in Newark this year. Several smaller towns are already testing it; some of the Cleveland high schools have adopted it, and the admission is now freely made that the present short and badly broken educational year of 189 days is one of the most serious burdens under which our schools are suffering. The adoption of this rational school year will mean the use of city public school buildings by day schools for about 250 days each year instead of the present 189.

This increase in the days in which school buildings are in use is of great interest to the library profession. It is quite in line with the effect of the second of the noteworthy changes in public school management which I said are now under way, that is, the growth of the use of school buildings by the general public.

This appropriation by the people of their own school buildings to public purposes has perhaps been carried further in Rochester, N. Y., than anywhere else. The fame of what has there been done has been very admirably and very helpfully spread abroad. A like movement has been going on in many other towns and cities. Only those who can recall the universal hostility with which was received, 20 years ago, the suggeston that school-houses be used for general educational purposes, can realize how great has been the revolution in public opinion in this respect. Within a few years no city will plan a school building without providing for its use by those who live near it in a score of helpful ways, no one of which would have been thought, 20 years ago, to be part of the functions of such a structure.

Add to the all-the-year use of school houses by daylight public schools, their use on Saturdays, vacations and evenings by the parents of the pupils, and you have a building very much better suited to be the home of a branch library; — and in the small community of the public library itself — than was the school-house of a few years ago.

Another quite recent development of public school work makes the school building a still better center for a library. I refer to the evening school, which flourishes in every large city and in many has grown to enormous proportions. Newark is in the front rank among American cities in the number of pupils in its evening schools and in the proportion of attendance to enrolment. Last winter there were 18 elementary evening schools, six evening high schools, an evening drawing school and an evening technical school, with a total enrolment of 14,800 students; this in a city of 340,000 population.

In the public school building of tomorrow we shall have a day school in session nearly 250 days per year, and an evening school in session probably two-thirds as many evenings, adults will have in it every evening and on many holiday afternoons, lectures, socials, debates, special casses in domestic science, hygiene and a score of other things.

It is self-evident that in a public building thus used there should be a branch of the public library. A building thus used, moreover, provides nearly all the social center facilities which at one time the branch library, or the main library itself, seemed alone fitted to furnish.

The conclusion is inevitable that a city's branch libraries will in the

future find their proper locations in most cases in that city's school buildings.

It is not necessary to raise here the argument of economy. It may and probably will cost less to equip and maintain branch libraries in school houses than in independent buildings; but unless the branch in the school house were more efficient and generally better adapted to its ends than the independent branch, the change of location would not be justified. A very brief consideration of the matter makes it seem almost self-evident that a branch library in the school house of the new type will be in the most strategic quarters that can be found for it.

The ideal building of the future, to indulge in a forecast based on many actual approximations to an ideal, will contain school rooms used for kindergartens, for ordinary schools, and for manual or vocational training, and at night for evening schools of many kinds. It will also contain a gymnasium, large and small assembly rooms with stages, lanterns, curtains, etc., cooking and domestic economy equipment, equipment for hand and mechanical drawing, museum room and library. This library will have an outside entrance and will be open at all hours, not only for teachers and pupils, but also for the people of the neighborhood. On the special arrangement and equipment of this room I need not here enlarge.

The trend of educational development is toward this wider and fuller use of public buildings and toward this closer co-operation between the directors of formal education and keepers of the people's books.

The arrangement just described will probably not lead to the disappearance of the branch library as an offshoot of a main central independent institution, even if the branch be in a school house. The advantages which accrue to the community from the possession of a library with its own management and its own individuality seem to be too great to be given up for the sake of a possible reduction of expense. Branch libraries in the schools will probable continue to be parts of an independent library system.

But toward such a co-operation and combination of the library and the public school as I have briefly outlined it would seem that we are steadily moving. And toward it the school department of the Newark Library has always quietly worked.

The use of public school buildings for many purposes for which, u to a very recent date, they were assumed not to be adapted, is but on special aspect of the recent rapid growth of municipal efficiency.

Our cities have, as might be expected in a new country, failed t govern themselves well. This failure has shown itself in many way: and particularly in the lack of co-operation between departments. Thi lack has led to much duplication of labor, doubling of expense anc neglect of important work that gained nobody's attention because i seemed everybody's business. Some cities for example have had three sets of summer play-grounds provided respectively by a board of education, a park and shade-tree commission and a special commission on play-grounds.

The educational work of a community includes day schools, evening schools, trade and vocational schools, play-grounds, summer schools, libraries, museums of art, science and technology, and many other things. The well governed city of the future may find it wise to group all these educational movements under one management. Whether that will be the best possible plan, no one can tell. It is quite plain, however, that much closer co-operation will be insisted on than has heretofore been practised between the bodies which manage a city's efforts to teach and train its youth. It is toward this helpful co-operation that school and library move when they unite in placing in each school building an ample and well managed collection of the world's best books.

The school libraries which this pamphlet describes are not branches in school buildings. Our progress here in Newark, very modest as yet, towards such branches will be set forth in another pamphlet in the series. Here are described the small collections borrowed by individual teachers for use in their class rooms. Like the books in school branch libraries in school buildings which, as I have said, will soon be common, these small teachers' collections will continue, we may believe, to be sent from a main reservoir and managed by a librarian. Coming from such a source they can be readily varied, enlarged and changed; they bring the teachers into close contact with all of the library's resources, and they are incentives to the children to visit the main building and learn what it is and what it can do for them.

Work with Schools: School Libraries

The School Department Room is described in a pamphlet by that title in this series. In that pamphlet the fact is noted that the School Department has charge of all work of the library with teachers and pupils, and that work is for the most part there outlined or described.

School libraries, small collections of books lent to teachers for use in their class rooms, are issued from and cared for by the School Department. They consist of about forty volumes each, are kept in small cases in school rooms and are used by teachers as they see fit.

The management of these school libraries is in accordance with the conclusions set forth in the School Department Room as to the relations of a public library and a public school.

No effort is made to induce the school authorities to compel teachers to use the library in any way. The helps the library can offer a teacher are very widely advertised; the books available for school room use are chosen with great care; and everything possible is done to minimize for the teacher the labor and responsibility of caring for the books she may borrow. No authority is invoked.

There are arguments in favor of summarily placing in school rooms collections of books with instructions to teachers to use them. This method produces gratifying results in figures of circulation. It has seemed to us that in the long run better results are reached by the appeal to reason.

The average teacher has very little knowledge of literature suitable for children and no training in its use in the class-room. The present short-year method of school organization makes it necessary for teachers to drive their classes, which are far too large, through a specified course of work at high speed and under great pressure. Most teachers are therefore not able to give to the books of a general nature — other than text books — which the board of education or the public library may supply, sympathetic interest, skill in management or the time needed for their proper use. Under the circumstances, the wise course seems to be to tell the teachers of the advantages that skilled associates have found in school libraries, of the ease with which these libraries may be secured, and of the interest the library takes in making them helpful.

The library wishes to induce as many teachers as it can to act as branch librarians and thus extend the library's field of usefulness.

The method of compulsion has never been needed in my experience in Denver, Springfield and Newark, as in each of those cities the demand for books for school libraries from teachers, who asked for them because they knew they would be helpful, has always far outrun the number the library could furnish.

Who May Have School Libraries.

Any teacher in grades three to eight may have books sent to her room for the school year. Picture books and other books are not supplied for children in the first and second grades either through schoo libraries or the children's room. This is because it seems wiser to concentrate the library's time, money and effort on children who can read, than to spend part of them on non-readers and beginners.

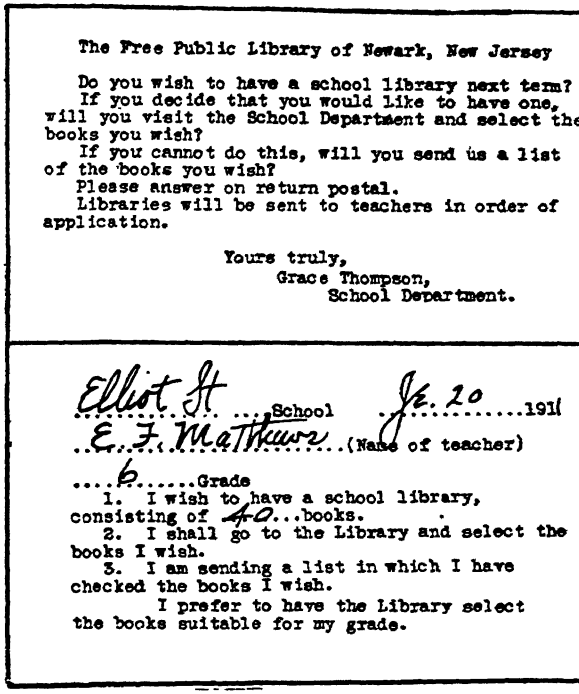
Ordering a School Library.

Most of the teachers in the city know of the public library and its school libraries and ask, before the end of each spring term, for a library for the next term. A return postal, Fig 1, is sent early in June to all teachers who have had school libraries, also to as many other teachers of grades three to eight as the supply of school library books warrants, asking them to order libraries as soon as possible if they wish them. These postals when returned are filed in the order of receipt, and requests are filled in that order. Orders received in person or by telephone are entered immediately on a typewritten blank, Fig 4, and are also filed by date.

Selecting a School Library

Teachers may indicate on the return postal, Fig 1, whether they wish to select their books themselves or to have the library do it. There are three ways of selecting a library:.

1. Teachers may check in the Graded List, Figs 2 and 3, printed by the library in 1909 for this purpose, the books they wish, or may use the List of Books for Boys and Girls, printed in 1911 for the children's room.



The Free Public Library of Newark, New Jersey

Do you wish to have a school library next term?
If you decide that you would like to have one, will you visit the School Department and select the books you wish?
If you cannot do this, will you send us a list of the books you wish?
Please answer on return postal.
Libraries will be sent to teachers in order of application.

Yours truly,
Grace Thompson,
School Department.

Elliot St. ....School ..Je. 20.....191(
E. F. Mathews ..(Name of teacher)
....6.....Grade
1. I wish to have a school library, consisting of 40...books.
2. I shall go to the Library and select the books I wish.
3. I am sending a list in which I have checked the books I wish.
I prefer to have the Library select the books suitable for my grade.

Fig 1. Multigraphed return postals sent to all teachers in Grades 3 to 8 in June each year, filed in the order of receipt.

Request for library

Burnett Street — *School*
Mary P. Jones — *Teacher's Full Name*
Fifth — *Grade*
Sept, 21, 1911 — *Date*
Remarks: Several vols. of poetry and three books on South America.

Fig 4. Multigraphed slip, actual size, 5 x 8, on which requests for libraries are entered as they come in, filed in the order of receipt.

BOOKS FOR SCHOOL-ROOM LIBRARIES

A Graded List For the Use of
Newark Teachers

This list will help teachers to select books for class-room libraries. It follows the printed course of study supplied to every teacher by the Board of Education and is arranged like that course by grade and subject, the books furnished by the Board of Education as text books being starred.

The titles under the headings Reading and Literature and Miscellaneous will be found in one group for both A and B divisions of each grade. Other subjects are divided into A and B groups.

To make the list supplement most conveniently the course of study only those books which treat of specific subjects in the course of study, are under specific headings. Other titles are under the headings Reading and Literature and Miscellaneous.

Newark. N. J.
The Free Public Library

Fig 2. Front cover of printed book list arranged by grades and subjects under each grade. The list for each is on a separate sheet and all are unbound, that a teacher may take this cover and the list for her own grade only. Size, 7 x 11.

Note of Explanation

Any teacher in the Newark schools in grades 3 to 8 may borrow from the School Department of the Free Public Library a set of books for use with the children in her class room. The set may contain from 15 to 40 books and may be kept for a term or longer. She may select the books herself, using this list and the library's reference collection of children's books as bases of choice, or the library will make the selection.

The books will be sent in a case made by the library and may be used for home or class-room use as the teacher chooses. She may from time to time exchange for others any or all of the books in her case. A charge-book for the record of circulation is sent her. Her responsibility is not a financial one.

In addition to books a teacher may also borrow from the School Department mounted pictures on a great variety of subjects connected with school work, some of them large enough to hang upon the wall; specimens of minerals called for in the nature study course; mimeographed material on topics connected with the civics work and mimeographed sets of more than sixty poems.

The School Department has for teachers a reference library of about 500 titles selected from the best books on educational subjects, a general reference library of about 350 titles for children's use and a model library of 750 of the best children's books. The model library may be used with this list as an aid in selecting school-room libraries.

Fig 3. Back cover of book list, Fig 2. Size, 7 x 11.

2. Teachers may call and go over the books in the model library, which is kept in the school department for this purpose. See School Department Room. This library includes about 750 titles of the best children's books.

3. The library will select for the teacher the books suitable for her grade or on any given subject.

The character of the books chosen for these libraries varies with the grade, the nature of the population in the vicinity of the school and the teacher's own knowledge, taste and methods.

A Typical School Library for a Seventh Year Class

At the back of the north wind. Macdonald
Battlefields of '61. Abbot
Being a boy. Warner
Book of famous verse. Repplier
Boy life in the U. S. Navy. Clark
David Copperfield. Dickens
Discovery of the old Northwest. Baldwin
Eight cousins. Alcott
Famous American authors. Bolton
Famous American statesmen. Bolton
Girls' book of famous queens. Farmer
Heroes of chivalry and romance. Church
House of seven gables. Hawthorne
How to keep well. Blaisdell
Huckleberry Finn. Clemens
Jolly fellowship. Stockton
Lem; a New England village boy. Brooks
Life of Thomas Jefferson. Morse
Making of the Ohio valley states. Drake
Merry adventures of Robin Hood. Pyle
Mr. Stubb's brother. Kaler
New England boyhood. Hale
Pioneers of the Rocky Mountains and the west. McMurry
Poetical works. Lowell
Polly Oliver's problem. Wiggin

Red fairy book. Lang
Sara Crewe. Burnett
Second jungle book. Kipling
Story of Cæsar. Clarke
Story of our war with Spain. Brooks
Story of Siegfried. Baldwin
Tales from Shakespeare. Lamb
Tanglewood tales. Hawthorne
Toby Tyler. Kaler
Tom Sawyer. Clemens
Uncle Tom's cabin. Stowe
We girls. Whitney
Westward Ho! Kingsley
Wonderful century. Wallace
Yankee ships and Yankee sailors. Barnes

The above is a 7th year library, selected by a careful teacher who has considered in her list boys and girls, work and play, backward and precocious children. As the class is to read "Julius Cæsar", she has included Lamb's Tales and Clark's Story of Cæsar. The history for that grade is American, the period from the Revolution through the Civil War; several of the stories cover parts of that period and its romance may be brought out by such books as Abbot's Battlefields of '61, Baldwin's Discovery of the old Northwest, Drake's Making of the Ohio Valley States and McMurry's Pioneers of the Rocky Mountains. Poetry and mythology are also included.

Another School Library

A teacher who wishes to interest her class in nature study uses a list like the following:

Among the forest people. Pierson
Among the pond people. Pierson
Bee people. Morley
Bird book. Eckstrom
Black Beauty. Sewell
Boy mineral collectors. Kelly
Curious homes and their tenants. Beard

School-Room Library

CARE OF THE LIBRARY. This charging book contains a page corresponding to every book in your collection. The pages are arranged alphabetically by title. When anyone borrows a book, write his name on the page assigned to that particular book, with the date; and when the book is returned check it in the return column.

The length of time books may be kept is left to your discretion. They should usually be borrowed for not more than two weeks, except by special permission of the teacher. Report at once to the library the name and address of a child who loses or wilfully mutilates a book.

CONTAGIOUS DISEASE. If a contagious disease is reported in the house of anyone who has a school library book, send us at once the name and address of the child and the title of the book.

EXCHANGE OF BOOKS. Whenever you wish to make an exchange of books in your school library, send to the library your charge book with the book you wish exchanged.

If the leaves of a book are loose or torn, exchange it at the library for another copy, or lay the book aside for repairs to be made by a Library Assistant.

If you are transf-rred to another grade or building, or if for any reason you wish to give up your library, notify the School Department at once.

ADDRESS. School Department, Public Library, City. Telephone 320 Branch Brook.

The Free Public Library of Newark, N. J.

Fig 7. Multigraphed first page of four page fly leaf put next to cover of teacher's book of charge-sheets. Size 4 3-4 x 8.

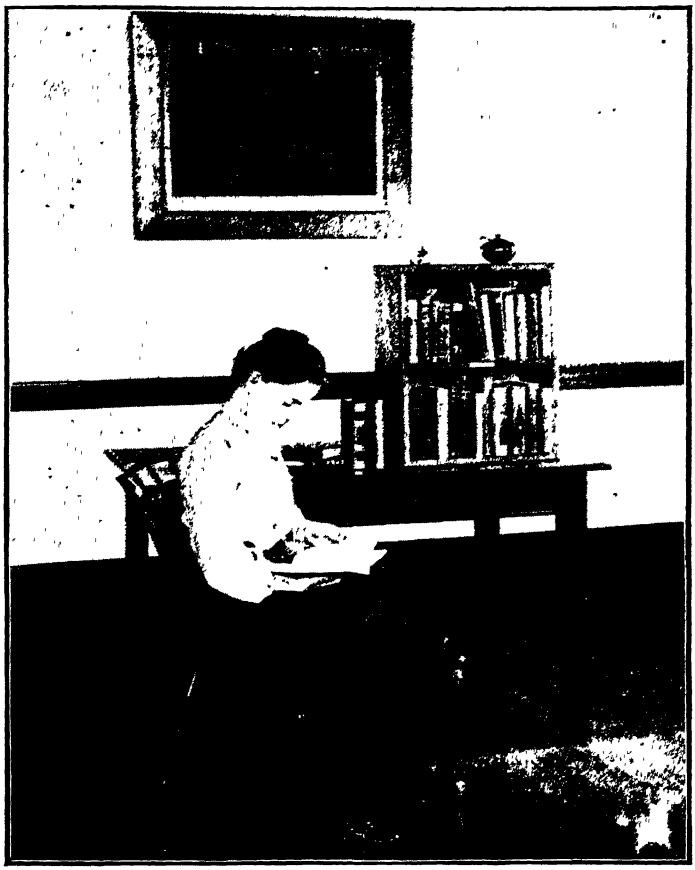


Fig 8. Shows one of the boxes in which School Libraries are sent from the children's room to the school rooms of the city. It is made of white wood, without cover, without projections of any kind, stores easily, can stand anywhere, and is easily transported. It holds about forty small books.

Text continued from page 15

Dog of Flanders. Ramé
First book of birds. Miller
First book of forestry. Roth
Half hours with the mammals. Holder
Iron Star. True
Little brother to the bear. Long
Little people. Hook
Madam How and Lady Why. Kingsley
Monkey that would not kill. Drummond
Nature myths. Cooke
Our home pets. Miller
Our native trees. Keeler
Plants and their children. Parsons
Stories of rocks and minerals. Fairbanks
Through the farmyard gate. Poulsson
Up and down the brooks. Bamford
Water babies. Kingsley
Wild animals I have known. Thompson

In the higher grades, and especially in neighborhoods where teachers know that their pupils have access to an abundance of story books, the selection often consists chiefly of books of information.

With the list for a certain teacher in hand, the books thereon are collected on a shelf and labeled with her name, grade and school.

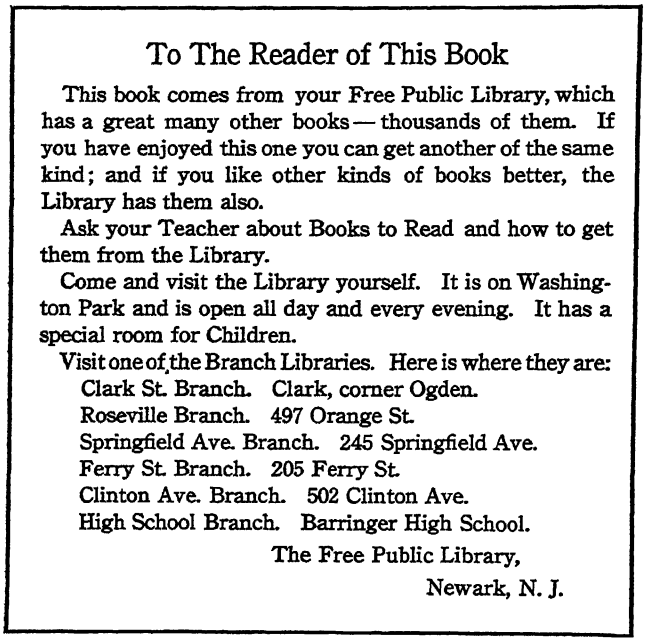
Preparing School Library Books for Use.

The books lent to teachers are not classified, catalogued or labeled. They are checked off the bill, in the usual way. See Order Department. A book plate, Fig 5, is pasted inside the front cover; and the book is stamped in four places with a rubber stamp; Free Public Library, Newark, N. J.; provided with a book sheet, Fig 6, and are ready for use. Pockets and book cards are omitted. Thus routine work is reduced to the lowest terms.

Charging a School Library.

For every book in the school library collection there is a corresponding sheet of ruled white paper measuring, when folded, 4¾" x 7¾", bearing copy number and title on the first page, author on the second

line, and above two vertical columns to the right, the words "Taken" and "Returned", Fig 6. These sheets are in their respective books when the books are in the main library. When charging a school



To The Reader of This Book

This book comes from your Free Public Library, which has a great many other books — thousands of them. If you have enjoyed this one you can get another of the same kind; and if you like other kinds of books better, the Library has them also.

Ask your Teacher about Books to Read and how to get them from the Library.

Come and visit the Library yourself. It is on Washington Park and is open all day and every evening. It has a special room for Children.

Visit one of the Branch Libraries. Here is where they are:

Clark St. Branch. Clark, corner Ogden.
Roseville Branch. 497 Orange St.
Springfield Ave. Branch. 245 Springfield Ave.
Ferry St. Branch. 205 Ferry St.
Clinton Ave. Branch. 502 Clinton Ave.
High School Branch. Barringer High School.

The Free Public Library,
Newark, N. J.

Fig 5. Book plate used for school library collection. Size, 3 x 5.

library, these sheets are removed, after comparing copy number and title with the book; then, arranged alphabetically by title, they are slipped one inside of another to form a book and fastened, with a strong elastic band, into a cover with a fly-leaf of directions for the teacher, Fig 7. The charge book cover is of heavy Old Cloister paper, light brown in color, smooth and durable in quality, folded to 7¾ x 5. On the upper right corner is written the teacher's name, grade and school. This book goes to the teacher with the little library of which it is a catalog. The method of its use is described later, see under the heading "Teacher's Charging System."

Packing a School Library

The books are packed in open wooden boxes made by the library. They are of white wood, shellacked, measure 9⅛" deep, 17¼"

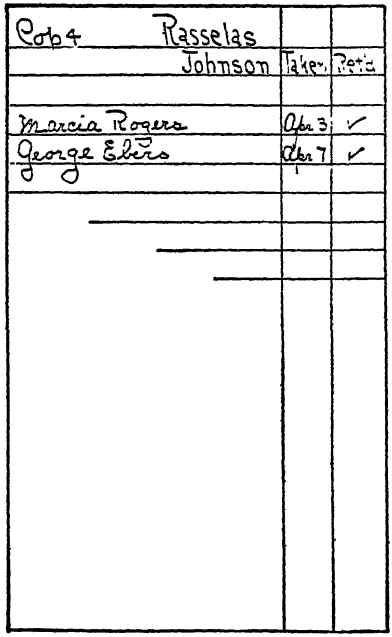


Fig 6. First page, of one of the four page book sheets sent to teacher with school-room library. Used by teacher in charging books to pupils, as indicated. Size, 4 3-4 x 7 3-4.

wide and 22¾" high, with a shelf through the middle the short way, have no projections anywhere and store easily. Fig 8. They have hand holes cut into the ends and are easily moved from place to place, even by children. Being divided into two sections by the shelf, they make a book case for the class room when necessary. A brass label holder is attached to the middle shelf and into this is slid a label bearing the name of school and teacher as soon as the box is packed.

Some schools and teachers find it necessary to use locked cases. A few of the boxes have therefore been provided with doors and locks.

These doors are made of compo-board, framed as panels with white wood, have metal hooks at the bottom which fit into holes in the edge of the box, and a lock at the top. There should be in every school-

School Burnett Street Sept. 27, *191*

Received from the School Department of the Free Public Library cases of books.

Signature

Notice:

Please have these cases delivered to the class rooms as soon as possible, as losses have been reported due to their being left in the hallways.

Fig 9. Multigraphed receipt for school libraries to be signed by principal.

room a closet or case that may be locked when necessary, and in new school buildings these are generally provided.

Distributing School Libraries

When the cases are packed and labeled they are grouped together, under the names of the school building to which they are to go, near the rear delivery door. During the last week of September or the first week of October, an expressman is engaged for their delivery. At this time, and again in June when boxes are collected, special trips are made. An experienced library janitor is sent with the expressman to take charge of the trip. The list of libraries to be delivered or collected is carefully arranged for the expressman by the school department in such order that there may be the greatest economy of time and labor in handling cases and hauling load. This list is made in duplicate by means of a carbon sheet, and the copy is given to the expressman who returns it later with checks against each delivery or collection made. A receipt is sent with the expressman for each case of books, to be signed by the principal and returned to school department, Fig 9. At

all other times in the year save September and June the few cases sent, returned, or changed are delivered and collected on the regular trip of the library expressman to schools. The library delivers and collects the cases free of charge.

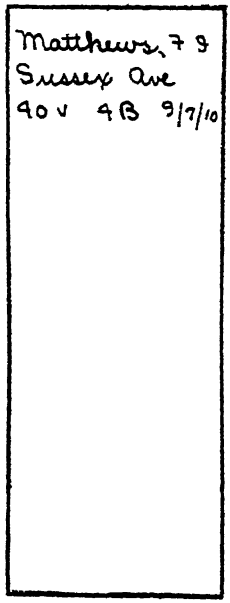


Fig 10. Book slip used in charging school libraries. This is the library's only record of the 40 volumes sent to F. I. Matthews, a teacher in 4B grade in the Sussex Avenue School, on Sept. 7, 1910. Size, 2 x 5.

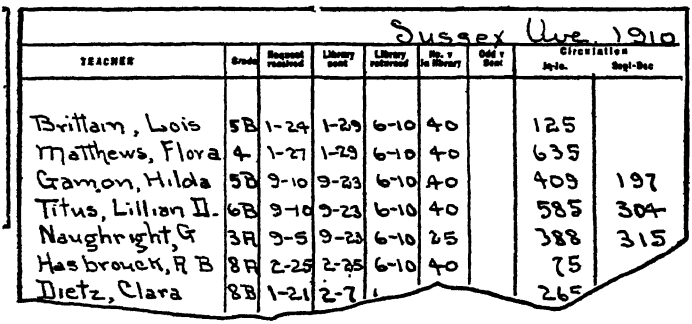
Use of Libraries in Class-rooms

The open case is kept in the class-room on a low table or other convenient place where the children have free access to the books in it under the teacher's eye. Certain definite uses of collections are here enumerated.

1. Books are lent once a week, on certain days or every day, to the pupils for home reading, thus contributing to the growth of the reading habit.

2. As reference books they are at hand for immediate use in connection with lessons.

3. Teachers use them as object lessons on the care of books, with a few lessons on the make up of a book, its title page, table of contents, index, plates, etc.



Sussex Ave. 1910

TEACHER	Grade	Request received	Library sent	Library returned	No. v in library	Odd v Sent	Circulation Sept-Jan.	Sept-Dec
Brittain, Lois	5B	1-24	1-29	6-10	40		125	
Matthews, Flora	4	1-27	1-29	6-10	40		635	
Gamon, Hilda	5B	9-10	9-23	6-10	40		409	197
Titus, Lillian D.	6B	9-10	9-23	6-10	40		585	304
Naughright, G	3A	9-5	9-23	6-10	25		388	315
Hasbrouck, R B	8A	2-25	2-35	6-10	40		75	
Dietz, Clara	8B	1-21	2-7				265	

Fig 11. Part of record sheet for school libraries, showing method of keeping statistics. Size, 8 1-2 x 11. Punched and kept in a loose leaf holder.

4. With forty good books, the teacher checks the reading of poorer books, provides the right book for a child at the right time or by a wise selection encourages a backward pupil to read.

Teachers' Comments on School Libraries.

From many teachers have come notes on methods of using these collections. A few of them follow:

1. "Every day after school hours my class is allowed perfect freedom in the selection of books to take home. I do not restrict the distribution to one or two days a week. It takes but a short time to make the entries and I find this method produces the best results."

2. "I encourage the children to talk about the books they have read and this invariably interests others in them."

3. "I arouse interest in a good book which does not seem popular by giving a brief summary of it at the time of distribution."

4. "Any book in the collection with which I am not familiar, I read at once and talk to the children about it."

5. "Books are never given as rewards for good conduct, nor withheld as marks of punishment, for some of the most disorderly boys are the most appreciative and omniverous readers."

The Free Public Library of Newark New Jersey
John Cotton Dana, Librarian.

Sept. 27, 1911

Miss F. I. Matthews,
Grade 7 B,
Sussex Ave. School,

Dear Madam:

We are sending you this week the school library which you requested for your grade.

The books have been carefully selected; but if for any reason you prefer others we shall be glad to change all or a part of the collection.

May I call your attention to the charge book which is sent with your library, and in which the records of its use are to be kept. This can be done very easily by entering each child's name as he receives the books.

Yours truly,
Grace Thompson,
School Department

Fig 12. Multigraphed letter sent to teacher with her library. Size, 8 x 11.

6. "The majority of the books I select have some connection with lessons, especially history. I refer to these books and read parts of them to the class."

7. "I encourage my pupils to take books home to their parents and include in my collection some books for older readers."

Library's Record.

When as described, a school library has been selected and packed, the teacher's name is entered on a manila slip of book-card size, together with the name of the school, the number of volumes lent, the grade and the date sent, Fig 10. This slip is filed in the charging

tray in the school department, back of a marker for the current month, until a report for the month is made, when it is transferred to its permanent place behind the marker for that school. This record shows the number of cases in any given school, the teachers who have cases, &c.

The Free Public Library of Newark New Jersey
John Cotton Dana, Librarian.

June 11, 1911

Mr. George Ascham,
Principal Sussex Ave. School
Dear Sir,

Will you kindly see that on June 16 all the school libraries in your building are placed in the lower hall of your school ready for delivery to us?

The book recording the circulation should be returned with each case.

The library wishes to thank you for the interest you have shown in our work.

Very truly yours,
Grace Thompson,
School Department

The teachers in your building who have school libraries are:

F. I. Matthews, 7 B
Kate L. Bonnet, 6 A
M. E. Brown, 4 B
Rose C. Jones, 6 B
Theodora Day, 8 A

Fig 13. Multigraphed letter sent to principal in June. Size, 8 x 11.

A record in the form of a summary of all the slips just described is kept in a loose-leaf blank-book. From this record statistics are compiled. Fig 11.

When any portion of a library is returned before the end of the year, a note of the number of books returned is made on the teacher's charge slip. But of an even exchange, for instance ten books substituted for ten returned, no note is made.

When a book is lost and paid for before the end of the school year, a record of the book, date lost and price paid is made on a blue slip and filed behind the teacher's slip.

When a contagious disease is reported to the department by a teacher who has a school library, the library messenger is sent for the book and note of title, author and copy number is made on a red slip which is filed with the teacher's slip.

With this system of charging, the library knows the titles of books, which form any teacher's collection only by consulting the charge-book of that collection. The system seems to reduce labor to a minimum.

Teacher's Charging System

The teacher's charge-book, made, as already described, Fig 6, by arranging alphabetically the sheets corresponding to the books in her case, affords an easy method of recording the circulation of books lent. When a pupil takes a book from the case for home reading, his name is entered on the sheet corresponding to the book and in the first column to the right is written the date of issue, and when the book is returned the date of return written in the second column to the right, or the charge is canceled by a check mark. Fig 4. When a library is sent to a teacher for the first time, it is followed by a letter of explanation, Fig 12. This letter is sent by mail for the purpose of calling attention of the teacher to the fact that the library which she had previously ordered is now being shipped to her, with the charge-book which she is asked to note with care.

Statistics

The record sheets kept in a loose leaf blank book, Fig 11, give the number of cases and volumes lent during the month and during the year. Statistics of circulation are taken twice a year. Two assistants are sent to the schools during the third week in December to make the count for the first half of the school year and another count is made in June when school libraries are returned to the Main Library.

Changing a Library

Great freedom is allowed in the matter of exchange.

When a teacher receives her library in the fall, she may keep it

until the next June if she so desires. In that case she will have used her forty books with two groups of pupils of about forty each, as Newark has the half-grade system of promotion. On the other hand,

Library Discharged.

School
Teacher
Circulation
Total No. of books returned in box
No. of books missing
No. of books for bindery
No. of books to be cleaned and repaired
General condition of library

Title and copy No. of books for which there are no corresponding white sheets
Discharged by

Fig 14. Multigraphed blank used in discharging libraries as they are examined on return.

she may have it exchanged in six weeks, or even in less time, if she finds other titles that are desirable or discovers that the books she first chose are unpopular. This is frequently done.

In February many libraries are exchanged as teachers are transferred to new grades.

Collecting the Libraries

Before collecting the libraries in June a letter, Fig 13, is sent to the principal of every school where libraries have been used, requesting him to have the books collected and boxes ready for the expressman on a given date. With a week's notice the three hundred libraries are usually returned in four days by one two horse truck.

Discharging a Library

A multigraphed blank Fig 14, is used for entering the data of each library returned.

Whenever teachers question the record made by the library of damaged or lost books or charging errors, this sheet gives full information.

The Free Public Library of Newark New Jersey
John Cotton Dana, Librarian.

Miss T. A. Thornley,
Dear Madam,

The book named below was returned in your school library in a damaged condition and cannot be used until repaired. We do not ask you to be financially responsible for this loss to the library; but do ask you if possible to require the child or children responsible to report to me at the library at once. If any of these children are no longer in your school please give me their names and home addresses.

Yours truly,
Grace Thompson,
School Department

Name of book	Damage	Child who last borrowed the book
Lang's Blue Fairy Book	Ink on Cover	George Jones

Fig 15. Multigraphed letter sent to teacher about a damaged book. Size, 8 x 11.

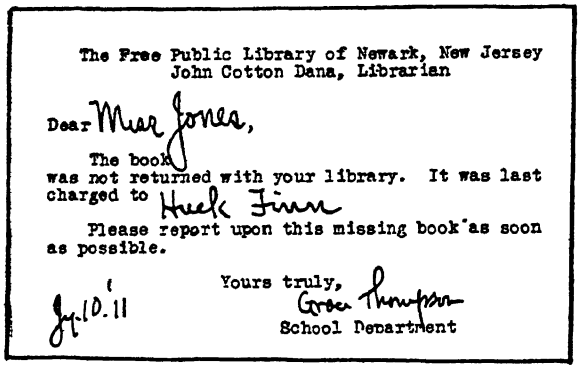
The books in each box returned are counted and the number returned compared with the number charged to teacher. Losses of books are immediately reported to the teacher concerned. She replies with the name and address of the child who last had the book and the usual library notices are then sent to the name and address given.

All books returned are carefully examined for repairs needed and for marks of careless and malicious handling. The teacher's name and school are noted in pencil on the charging sheets of damaged books until a letter of inquiry can be sent to her. The most common form of this letter is shown in Fig 15.

Books in good condition are shelved at once in the first floor of the stack; those needing repairs are sent to the repair department; those damaged are shelved in the school department until the question of payment is settled.

Books Lost or Damaged

After thorough search in the main library for missing books, letters or postals, Figs 15 and 16, are mailed to all teachers from whose cases books are missing, asking for addresses of the children responsible. When these addresses are received the usual notices are sent, and then follows the routine described in Charging System.



The Free Public Library of Newark, New Jersey
John Cotton Dana, Librarian

Dear Miss Jones,

The book was not returned with your library. It was last charged to Hugh Finn

Please report upon this missing book as soon as possible.

Yours truly,
Grace Thompson
School Department

Jy.10.11

Fig 16. Multigraphed postal sent to teacher reporting a book missing.

In case of damaged books, if the damage can be traced to one individual, the teacher is asked to send the child to the library. When the child comes to the library an effort is made to discover whether the act was intentional or not and he or she is treated accordingly. If the child does not report in two weeks a letter is sent enclosing a bill.

In taking a school library, a teacher is not expected to assume any financial responsibility whatever. The library does, however, expect her to teach the proper care of books, and to help recover those that are lost, using the same diligence she is compelled to use in the care of text books.

School Visiting

Shortly after the libraries are sent out in the fall, the chief of the school department or her assistant visits all class rooms to which libraries have been sent, explains the charging system and answers any questions which may occur to the teacher about the books and their care. On these visits the librarian discovers whether the library as selected is

satisfactory to the teacher and used by the class. It it seems advisable she suggests changes and explains the method of exchange.

An opportunity is offered by this visit to describe the central library and what it contains. The children are told that the forty books in their room are but few of the many which they may see and use in the children's room and in the general collection for adults.

The school department chief tries to visit every public school building once a year at assembly hour to remind the pupils of the public library.

Repairing School Library Books

In January a visit to all the schools is made by an assistant from the library's repair department. She looks over the books in every box; mends those that can be easily repaired and sends back to the library with their charge sheets those that need rebinding. This assistant leaves with the teacher a duplicate list of books withdrawn. When rebound these books are returned to the teacher or if necessary other copies of the same books, or other books are substituted if so desired.

Libraries in Summer Schools and Playgrounds

As soon as assignments of teachers for summer schools and playgrounds are announced by the Board of Education, notices are mailed to those in charge enclosing blank requests for summer school libraries for teachers to fill out and return to library, if they so desire.

The selection of books for a summer school may be made by the teacher or by the library at the teacher's request. Summer schools are not as closely graded as regular schools, and one teacher often has children of several ages in her room.

For the playgrounds the books chosen are chiefly fairy-tales, stories and poetry.

The regular school apportionment, forty volumes to a class-room, is sent to the summer schools. As a rule only one case of books is sent to a playground, the number varying according to the number of children.

At the playgrounds books are distributed from one of the class-rooms during the hour in the afternoon when the children are allowed to sit

and read. No groups of the library's books have such constant use as those lent to playgrounds. Teachers and older children use them for reading aloud and as bases for story-telling. Little mothers and big brothers use them as picture-books for little brothers and sisters. The teachers report that all children in every center examine every book in the collections during the six weeks the playgrounds are open.

The system of charging is the same for the summer schools and playgrounds as that previously described for regular schools.

Libraries in Evening Schools

The evening schools use school libraries although their short sessions limit their possibilities as distributing centers.

Evening school teachers frequently ask for books not in the school collections. Provision is made for meeting such requests from the main library. The charging system used is the same as that for regular day schools. Evening schools require separate and locked boxes for their libraries, as they use the same rooms as the day schools.

Books in School Libraries Borrowed from Other Departments of the Library

Books needed temporarily by special teachers, special classes, classics for adults, etc., are borrowed from the main library collections or from the children's room collection. The books are charged as follows:

In addition to the regular school library charge, Fig 4, the book slip is removed and filed behind the teacher's charge slip in the school department slip rack, and the back pocket is stamped, "School Libraries" in place of the usual date. If a book thus used by the school department is returned to the main library direct, the charge may be referred to the school department records for proper action.

The books from which most of the school libraries are selected number only 750 titles. They are all included in what is known as the Red List, this being a list of the books for boys and girls, which are kept in the children's room. To this list a few new titles are added each year on trial. If found satisfactory they are included in the Red List when that is reprinted. At the time of reprinting at least as many titles are dropped as are added. This keeps the list always short.

The 1911 edition contains 1,696 titles. 416 titles were dropped from the 1906 edition of the list and 426 new titles were added. This edition differs from previous editions in that it contains all titles recommended by the Newark Board of Education to Newark teachers in the elementary schools for supplementary reading for pupils in grades three to eight. These titles, 250 in number, are marked with a star.

The collection of books in the school department, called the model library, includes no titles not in the Red List. It is smaller than the latter, numbering at present only 750 titles. Like the collection in the children's room it is constantly undergoing slight modifications as trials show that new books are worthy of a place in it or that old titles are not the best obtainable.

The teacher who is selecting a library for her class room or books for her own use in school or out, is not confined in her choice to the model library in the school department, or to the Red List which includes all the model library titles and others also. She is expected and invited to make her selection from the library's entire collection, and is asked also to suggest titles of books not in the library which she would like to inspect, to read, to study or to use in her school work.

Room for Educational Meetings

Since the School Department Room was published in this series the picture collection, see The Picture Collection, has been moved from the room at the rear of the school department, and that room is now used as a meeting place for teachers. It seats forty-five persons at a time. In addition to chairs and tables, it contains two or three small book-cases in which are shown special groups of books from time to time. A few examples of large decorative and educational pictures, a group of illustrations from the picture collection, lending samples of minerals studied in the schools, a few industrial collections from the library's supply of museum specimens, and catalogs, book lists, etc.

These facts about book lists, the use of the entire library as a source of supply for school libraries, and the proximity and equipment of the Room for Educational Meetings, as it is called, are here added because they seem to throw light on the use of the library's books by teachers in their school work.

A FEW REFERENCES TO BOOKS AND ARTICLES ON THE SELECTION, USE AND CARE OF SCHOOL LIBRARIES

Buffalo Public Library. Class-room libraries for public schools. 1909, 25c. Listed by grades; author, title and subject indexes. Indexes refer to single stories, poems, etc. as well as to whole books suggested for school reference libraries and short lists of stories about children and poetry about children, for teachers and parents. Gives publisher and price. No annotations.

Green, S. S., Comp., Libraries and schools. 1883. Out of print. Interesting as a report of the first attempt to establish co-operation between these two branches of education.

Leland, G. G. and others. The library and the school. 1910. Harper, 50c. Deals with methods and scope of reading circles and schools, teachers' and traveling libraries, in Indiana, Ohio, Illinois, Wisconsin, Iowa, Minnesota and New York, that are trying to make reading a pleasure by circulating the diverting literature through educational mediums.

McMurray, C. A. Special methods in primary reading. 1903. Macmillian. 60c. Discusses story-telling and the introductions to the art of reading in the earliest school work. Graded lists of books are given for the use of both pupils and teachers.

Moses, M. J. Children's books and reading. 1908. Kennerley. $1.50. Deals with the rise of children's books, the old-fashioned library, the qualities in books that interest children and book selection. Includes a selected list of books for children from 6 to 15.

National Education Association. Report of committee on the relations of public libraries, and public schools. 1898. 15c. By various authors. Takes up rural and normal schools, public libraries, school libraries, etc. Gives hints for catologing small libraries, list of aids in library work, lists of books for grades and lists of 100 books for high schools. No annotations.

New York City. Board of Education. Catalog of books for public school libraries. Bureau of Libraries N. Y. 45c. Arranged

by grades, classified under each grade, annotated, with author and title index. Includes list of books for reference and teacher's libraries.

Oregon Library Commission. List of books of school libraries for the State of Oregon. 1906. Oregon Library Commission — Salem. pts. 1 and 2. Free. Part 1, Books for elementary schools and for country districts; Part 2, Books for high schools. Each part is annotated and has author and title index to publishers. Brief directions are given for the arrangement, care and lending of books.

Suggestions on the use of the school library. 1906. Includes the directions given in the above, a list of stories for reading aloud and suggestions for five minute stories.

Pittsburg, Carnegie Library. Annotated catalog of books used in the home libraries and reading clubs. 1905. 25c. In three parts: Books for younger children, books for girls, books for boys. Classified arrangements in each part, with author and title index. Majority of the books are popular, though some classics are ncluded. As many for whom the list is intended are of foreign parentage, there is a preponderance of books on American history and stories of American life.

Salisbury, G. E. Library methods for school teachers. Intended for village and country school but suggestive for all teachers.

Welsh. Right reading for children. 1902. 25c. Short essays, consisting of quotations from various authorities, on the right reading in the home, the library and the school, followed by a brief annotated list of books.

Wilson, H. W., Co. Children's Catalog. Compiled by Marion E. Potter. 1909. 2 pts. in 1 vol. $6.00. Based on 24 selected library lists. Part 1 is an author, title and subject catalog of 3000 books, annotated. Part 2 contains an author and subject index to St. Nicholas, vols. 28-36, and analytical subject references to over 500 books listed in Part 1.

Wisconsin, B. of E. List of books for township libraries. 1910. Arranged by grades, classified under each grade, annotated, with author and title index and brief lists of books for farmers and teachers.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part V

The School Department

Section 5 Course of Study for Normal School Pupils on Literature for Children

By Julia S. Harron, Corinne Bacon and J. C. Dana

Published by
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NOTE OF INTRODUCTION

This course was first proposed by me when Miss M. L. Gilson of this library wrote the Course for normal school students on the use of books and a library in 1909. Miss A. A. Blanchard, who followed Miss Gilson as head of our school department, made a brief outline of a literature course which was used to a slight extent in instructing normal school students. Miss Grace Thompson, now head of the same department, made another outline. Pressure of other work held the completion of a course in abeyance for several years. Finally Miss Corinne Bacon, now head of our catalog department, was asked to outline a course and write the lessons. She prepared an outline, which the pressure of other work prevented her from developing alone, and Mrs. J. S. Harron was asked to collaborate with her. Mrs. Harron wrote seven of the 12 lessons and compiled most of the lists and indexes. My own criticisms have been so many that it seems only fair for me to assume all responsibility for the work's shortcomings. Its virtues are chiefly due to keen interest and the insistent application of sound common sense on the part of the two chief collaborators. Thanks are due to Miss Gilson, Miss M. L. Gates, Miss Thompson and Miss Beatrice Winser, assistant librarian, for criticisms and suggestions made at the several stages of the pamphlet's development.

July, 1912 J. C. Dana

To Those Who May Use This Course of Study

Many teachers are not familiar with the best literature for children, either with the books written especially for them or with those written for adults which children read with pleasure. Yet familiarity with this literature is one of the teacher's greatest needs, and, if possessed, one of the most helpful things in her entire equipment.

This course has been planned to assist teachers in gaining this acquaintance with children's literature, so far as such assistance can be given by formal instruction.

The love of books cannot be taught, it must be caught. These lessons attempt to give to normal school students a brief history of children's books; to convince them of the value of the reading habit; to teach them how to judge books; and to disclose to them something of the wealth of material preserved in print for the child's instruction and delight.

The lesson talks may be given almost as set down in the pamphlet or may be modified or amplified by the instructor.

The ground may be covered in 12, 13 or 24 lesson periods of 45 minutes or an hour in length. If an hour can be given, better results will be obtained, as it affords more time for class discussion. The review lesson or the second lesson on poetry may be omitted, if the course must be confined to 12 lessons. If the time can be afforded, it is advised that 24 lessons be given, each lesson-talk period being supplemented by another lesson given entirely to reports and discussion. The list of 144 books affords plenty of material for increasing the required reading on which reports are made.

The time required of each pupil for this course, outside of class, will vary according to the number of lessons given; but it is expected that she will spend from half an hour to an hour on each lesson in addition to the required reading. No time estimate can be given for the reading, as some students take three hours to read what others can read in one.

Students must be encouraged to read and examine as many books as possible. The amount of reading required may be cut down if necessary, but should be covered if possible.

The list of 144 books should be given to the students at the beginning of the course, perhaps even at the beginning of the school year if this course does not begin then, in order that the reading may be done at the time most convenient for the students. Short selections should always be read at the time specified. Whole books may be read at any time and reviewed briefly when it is time to recite upon them.

One lesson should be given each week. Two may be given if the course is extended to 24 lessons.

It is essential that the lessons be given due credit in the school curriculum, either as an independent subject or as part of the work in literature. Unless credit is thus given, the instructor lacks authority to compel each pupil to do the required work.

A note at the beginning of each lesson instructs the teacher what to read in preparation for that lesson, what books to exhibit for examination, what forms and blanks to have ready for distribution.

All reports and notes handed in to the teacher should be on sheets of paper of uniform size and quality. Class notes should be taken on the same kind of paper. All blanks, forms, notes and reports should be kept in binders which should be handed in for examination at the end of the course. It would be well to have the teacher furnish the paper needed as well as the blanks and forms.

Assignments for class discussions on the lessons should be so made that as many students as possible should discuss at least one book before the class during the course. A book reported on in class will be counted on student's required reading. These class discussions are to illustrate the method of presenting a book, giving a brief summary of its contents, and describing its qualities in such a manner as to attract others, especially children, to read it.

Mimeographed copies of tests for books and printed forms for book notes are to be distributed when needed. These book note forms are to be filled in for certain books read or examined. See under each lesson, Notes to pupils about home work.

The tests are suggestions to help in writing the book notes and to indicate some points which should be brought out in class discussion. They are merely examples of the questions which should be raised in judging various classes of books and are meant to serve as points of departure. Book notes for required reading on a given lesson are due at the next recitation period.

The teacher should explain to the class what is meant by examining a book. To examine a book, it is not necessary to read it through; especially a book of non-fiction.

(1) Read the table of contents to find out how the subject is developed.

(2) See if there are reader's aids, like chronological tables, classified lists and indexes, and if these help to make the information given more accessible.

(3) See if the illustrations are good, sufficient, and explain the text and if it has all needed maps, diagrams, etc.

(4) Read a chapter or parts of chapters to find out if it is accurate, and, if it tells how to do things, if it is practical; also to find out if the style is clear and suited to the subject, and if the English is good.

Most persons who have the habit of examining fiction learn to skim, that is to read rapidly, selecting parts for closer attention which illustrate plot development, characterization, style and English. Others find out what they wish to know about a story by reading two chapters at the beginning, one or two near the middle and a couple at the end for the climax. With practice a teacher can learn to read in this way, and should do so when she needs to look over many books in making selections for children.

When directions are given in these lessons to compare two or three books with one another, the purpose is to give drill in selecting the best books from a given class. The student is supposed to detect undesirable qualities in one or more books of a given group, by comparison with one which has been selected as suited to the purpose for which it was intended. Sometimes, however, each book of the group may have one or more undesirable qualities.

Each lesson opens with reports and discussions on assigned work,

covering from 15 to 25 minutes, according to the length of the lesson period.

The discussion of books assigned to individual students for class reports should be an informal exercise, participated in by all the class after the student reporting on the book has given her ideas. The general tests for different classes of books furnish points of departure for discussion by the individual student; but occasionally a note at the beginning of the lesson indicates specific points on the assigned books which the teacher might profitably develop in the general discussion.

After reports and discussions, work is assigned for the next week, after which the teacher gives a talk on the subject of the day.

Multigraph is the word we have chosen by which to designate all blanks, forms, lists and tests, special ones referred to being usually indicated also by a number. With the exception of multigraph 1, Outline of the course, all these multigraphs are printed in numerical order at the end of the book.

For outline of the course, see multigraph 1.

For list of 144 books from which required reading on this course is to be chosen, see multigraph 2, Some of the best books for young people.

For suggested lists of books for children's reading, see multigraphs 12 to 20.

Multigraph 1.
Outline of This Course.

This outline, which will be referred to in the text as multigraph 1, will give only the main points covered in each lesson by the teacher's talks to class. For home work and subjects for class discussion, see notes at beginning of each lesson. For tests, see teacher's talks under each lesson, and multigraphs 5 to 11.

Lesson 1, The Child and the Book, p. 17–24.

Introduction for students.

(a) Aim of course, (1) To show value to child of good reading (2) To give a brief history of children's literature (3) To familiarize teachers with some of the best books for children.

(b) Scope of course: 12 lessons and review.

(c) Method: Reports on home work, discussion, talk by teacher.

(d) Essential for teacher: Reading habit and love of best things in print.

Teacher's talk to class.

(A) Value of reading habit, (1) Practical value (2) Pleasure value (3) Social value.

(B) Sources of supply for children's books, (1) Home (2) Sunday school library (3) Public school (4) Public library (5) Newspapers and magazines.

(C) Kinds of books children care for at certain ages.

(D) Differences in taste in boys and girls.

Lesson 2, History of Children's Literature, p. 24–32.

(A) Books written for children.

(1) 16th and 17th centuries: Books of behavior, of entertainment and of instruction.

(2) 18th and 19th centuries, (a) Early publishers of children's books (b) Didactic or moral school (c) Moral writers with a strong religious bent (d) Educational writers (e) Revolt against exclusively didactic and religious literature for children, shown in adaptations of the literature of imagination, stories based on American life and history, two classic school stories.

(3) Within last 25 years, (a) Stories pure and simple (b) Supplementary readers (c) Dime novels.

(B) Books written for adults but interesting to children.

(1) Classics: Some whose subject matter and treatment is particularly adapted to children, treated in Lesson 3; many of the standard novels.

(2) Folk lore, treated in Lesson 4.

(3) Some books below the rank of classics: Stories; Some adult works of history, biography, travel and science, treated in lessons 7 and 8.

(C) Books about children interesting chiefly to adults.

Lesson 3. Classics for Children, Exclusive of Mythology, etc.

(A) A Classic defined.

(B) Selection. (1) Classics interesting to children. Those which are objective, full of incident, and have strong story interest. (2) Certain classics adapted for children by translating, retelling or abridging.

(C) Of value in child's development because, (1) They acquaint him with best literary models (2) Help him to understand his later reading (3) Teach him the literary use of words.

(D) Certain classics appeal to children because, (1) They are told simply with realistic detail (2) Deal with childlike characters (3) Satisfy spirit of adventure (4) Give objects for hero worship.

(E) Age of appeal.

(F) Methods of interesting children: Reading aloud or telling part of story; recreating atmosphere of times.

(G) Tests for classics.

Lesson 4. Fables, Fairy Tales, Myths and Legends, p. 39–45.

(A) Classes defined and differentiated, (1) Myths (2) Fairy tales (3) Fables (4) Legends (5) Folk lore.

(B) Appeal to the child: Through his fondness for animals, sense of justice, love of mystery and disguise, love of variety, movement and color, love of adventure, instinct for hero worship.

(C) Value in child's development, (1) Cultivate his imagination (2) Turn his attention from the vulgar and utilitarian aspects of life (3) Increase his sensitiveness to beauty (4) Add to his general information (5) Give him ideals.

(D) Age of appeal.

(E) Methods of interesting children, (1) Use as readers (2) Use with pictures (3) Reading aloud or telling parts of story (4) Recreating atmosphere of times.

Lesson 5, Poetry, p. 45–51.

(A) Poetry defined: Emotion intensely felt, thought artfully expressed.

(B) Value of poetry, (1) Counteracts extreme utilitarianism (2) Cultivates a child's sense of beauty, his imagination and his musical ear (3) Helps him to sympathize with conditions outside his experience, to think nobly, to act rightly.

(C) Kinds of poetry to read with children, (1) For younger children simple objective, musical poems (2) For older children narrative poems and ballads. Avoid (1) Poems of sentiment and reflection in poems given before adolescence (2) Complexity of structure, false sentiment, surplus of emotion in poems for any age.

(D) Tests for poetry suited to children.

(E) How to cultivate a love for poetry, (1) Child should hear great poems well read (2) Should memorize poems (3) Should read many poems.

Lesson 6, Poetry, Reading and Discussion, p. 52–53.

(A) Discussion: Students to mention poems they like and tell why. This exercise a review and amplification of points brought out in Lesson 5.

(B) Reading: Teacher to read, without comment or analysis, as many poems as time will allow from multigraph 16, Good poems to read aloud.

Lesson 7, History, Civics, Biography and Travel, p. 53–59.

(A) History. Histories children will read: History with a story interest, dealing with striking events in swift sequence, recreating times in detail.

(2) Age of appeal.

(3) Interest developed through following stages, (a) Stories from history (b) Historical biography (c) Narrative history (d) Social history.

(4) Selection: Tests for history suited to children.

(B) Civics. (1) Selection: Children should have (a) Books on machinery and powers of government (b) Books teaching duties of citizenship and arousing civic enthusiasm.

(2) Newark's methods of educating children in citizenship.

(C) Biography.

(1) Ethical value.

(2) Biographies children like: Lives of action, achievement and picturesque interest.

(3) Selection: Ideal juvenile biography, (a) Interprets subject in relation to time and place (b) Teaches high ideals unconsciously (c) Is objective; Tests for biography suited to children.

(D) Travel.

(1) Less interesting to children than history or biography because, (a) It deals less directly with persons (b) Travel interest not cultivated (c) Few juvenile travel books have merit.

(2) Value in child's development, (a) Most direct means of giving him sense of conditions outside his experience (b) Makes geography a live study (c) Furnishes setting for history and biography.

(3) Travel may be made interesting to children, (a) Through descriptions of alien child life (b) Through travel books full of action and adventure (c) Through visual appeal: Book illustrations and mounted pictures.

(4) Selection: Tests for travel interesting to children.

Lesson 8, Useful Arts and Fine Arts, p. 59–64.

(A) Useful arts. Books numerous and excellent.

(1) Applied science: Elementary explanations of principles and their application.

(2) Amusements and handicrafts: Books developing manual and play ingenuity.

(3) Selection: Tests for descriptive books on applied science; Tests for how to make and do books.

(B) Fine arts. Books few and not very valuable. Divided as

(1) Fine arts, (a) Supplementary art readers (b) Books for general reading: Artists' biographies, books about great pictures, books on historical development of art, books on study and enjoyment of art, involving some general principles.

(2) Music: Musicians' biographies, stories of opera, history of music.

(3) Value in child's development: Books on fine arts useful only as adjuncts to music and pictures themselves.

(4) Educational value of the picture cannot be overestimated. Invention of photography has brought art into service of child training.

(5) Selection: Tests for books on fine arts suited to children.

Lesson 9, Science, p. 64–71.

Children's reading in this class includes little pure science, but embraces everything termed natural science. Subdivided as follows:

(A) Nature books.

(1) Value: Put child in touch with animal life.

(2) Classes, (a) Handbooks (b) Descriptive books in narrative or essay form (c) "How to" books (d) Animal stories: Stories of domestic animals, including those teaching proper care and kindness; stories of wild animals at large and in contact with human beings; purely imaginative stories, often satires on human life, in which animal characters impersonate human beings.

(3) Selection: Tests for each class of nature books.

(B) Prehistoric times and primitive man.

(1) Classes, (a) Books on prehistoric times giving a logical idea of the earth's development until it became a home for man (b) Books on primitive man telling how man struggled with nature and acquired arts of civilization.

(2) Selection: Tests for books and stories based on these themes.

(C) Physiology and hygiene.

(1) General: Books concerned with modern methods and movements bearing on personal and public health. Selection: Tests.

(2) Sexual: Books and pamphlets giving instruction in the physiology and hygiene of sex, especially in form to safeguard young people against the social evil. Selection: Tests for books on this subject suited to young people.

Lesson 10, Humor, p. 71–77.

(A) Definition: Humor is wit and love; best humor contains most humanity; humor distinguished from wit and buffoonery.

(B) Value: Gives sense of proportion; helps to a sane religious life; teaches to scorn hypocrisy, falsehood and pretension; enlarges sympathies; ministers to harmless amusement.

(C) Historical development: Different things appeal as humorous at different stages of civilization.

(D) Tests for humor suited to children.

(E) The comic supplement, (1) Its importance (2) Its present characteristics (3) Its improvement (4) Necessity it lays upon teacher to furnish children with humor of higher grade.

(F) A few humorous books children like: Examples for class discussion.

Lesson 11, The Story Book, p. 76–85.

(A) The story pure and simple defined as, (1) Fiction dealing with possibilities (2) Fiction in which the story interest predominates, any information conveyed being part of machinery of plot.

(B) Better not subdivide into stories for boys and stories for girls. Children should be taught to know and prefer, (1) Great stories of universal human interest (2) History, travel, animal stories, etc., which will broaden the field of their interest and sympathies.

(C) Selection, (1) Some qualities to be avoided in children's stories (2) Examples of stories embodying these qualities (3) Tests for a good story for children (4) Examples in three groups of stories answering to tests.

(D) Classes of story readers: Children's tastes and preferences not determined by condition of their lives.

(E) Good generalizations for teachers: Know good stories, know your children, see that the children read good stories and other books.

Lesson 12, Lists of Children's Books, p. 511–12.

Teachers talk on this lesson is based on Multigraph 22, Some good lists of children's books. She should comment separately on each list, enlarging on matter contained in the note.

Review.

The review should take the form of a written exercise which calls for the reproduction of ideas gained from teacher's talks, class discussions, home work and reading, and which tests the student's power to apply these ideas practically in class exercise to interest children in books; in the selection of children's books; in the general guidance and supervision of children's reading.

A Course of Study for Normal School Pupils on Literature for Children

Lesson 1

The Child and the Book

Notes to Teacher on Preparation for This Lesson, 1

Familiarize yourself with the aim and scope of this course of study by a careful examination of the pamphlet.

Read: Brumbaugh, M. G. Educational principles applied to the teaching of literature, in National Education Association, Proceedings, 1900, p. 169-74.

Colby, J. R. Literature and life in school, Chapter 4, Method of handling literature in school.

Hall, G. S. Psychology of childhood as related to reading and the public library, in Pedagogical seminary, 15 : 105–6, March, 1908.

McClintock, P. L. Literature in the elementary school, Chapters 1–3.

Wilson, Woodrow. Mere literature and other essays, p. 1–27.

Examine with care several issues of each of the following 12 periodicals to be examined later by the students:

Aeronautics	Outing
American boy	Popular electricity
Electrician and mechanic	*Popular mechanics
Harper's magazine	*Saint Nicholas
Literary digest	World's work
McClure's magazine	*Youth's companion

* The 3 magazines starred must be included; substitute your own choice for any of the others or increase the number. Give pupils multigraphed list of periodicals exhibited.

Notes to Pupils about Home Work on This Lesson, 1

Read the selections by Brumbaugh, Hall and Wilson, noted above, before Lesson 2. Examine the periodicals shown to you. Bring to Lesson 2 a list of five periodicals you would recommend for children from 12 to 14 years of age, with reasons for the recommendation. Your choice need not be limited to the periodicals exhibited. Be ready also to give the name of the newspaper in your town or city most suitable for children to read.

Introduction to This Course, for the Students

To be Read by Them or Told or Read to Them by the Teacher.

A *Aim.* This course of literature for children tries to show the value to the child of a love for the best things in print, to give a brief history of books, and to familiarize you with some of the best books for children in all departments of literature. Some of these are what we call classics, others are not. Some were written for children, some for adults. Those of both kinds have their own special value.

We say of some books that they are literature, and thereby set them apart in our minds from all other books. We do not say this of a treatise on algebra, or of a text book on steam-locomotives, or of a study on short-sightedness. It is easier to say what literature is not than what it is. Between books which may be called literature and books which may not be so called it is impossible to draw a hard and fast line. Between a beautiful poem, like Wordsworth's Sonnet on Westminster bridge, and a bald statement in a guide book of how long and how wide that bridge is and how much it cost, there may be all possible gradations of style or manner of expression. Other poets may write verses on the bridge, not as good as Wordsworth's and yet good. Some poets may write verses on the bridge which nearly all of us would call poor; but a few would pronounce excellent. Other writers may give us an able piece of descriptive prose about the bridge, or a rather bald statement in newspaper style, or a scientific statement about size and cost, like that already alluded to.

Where in this series does literature cease and plain print begin? No one can tell. And yet, though no one can tell where literature ceases to be and bald prose begins, to those who read with care and think about what they read, there is an indefinable something which puts

certain pieces of print in the class of literature. This indefinable essence you must experience. You cannot analyze it or describe it. You may feel it and thus be sure it is there. Those pieces of prose and verse, those books which possess this indefinable something have a certain influence over us which plain matter-of-fact statements do not have. They are literature; they are written with style, by men and women of genius.

In this course we shall study both the books which may be classed as plain recitations of fact and those which may be classed as literature proper. That is, in the words "literature for children" in the title of this course, we include all writings of interest to young people. We shall study books that tell boys and girls how to make and do things, or relate to them the story of ancient peoples, plain prose as well as charming imaginative tales of noble deeds, fine poems about trees and winds and sky, and other similar writings,—good literature. This good literature it is which especially quickens thought, stirs the imagination, delights by its beauty of words and form, and acts as a tonic on one's ideals.

Plain prose may be as useful as fine literature; both are of the greatest value if properly used. It should never be forgotten that it is impossible to say where one of these kinds of writing ceases and the other begins.

B *Scope.* The course consists of 12 lessons and a review. For details, see Multigraph 1, Outline of course.

C *Method of work.* The first 15 minutes of each lesson period after the first will be given to reports on and discussion of home work. Work in preparation for the next lesson will then be assigned. The rest of the hour will be given to a talk by the teacher on which brief notes should be taken.

A list of about 125 books, called, Some of the best books for young people, will be found at the end of this pamphlet. Students are advised to read or examine as many of these as possible. Required reading will be assigned in connection with each lesson. Blank forms for reports on this reading will be given to you as needed. See also the introductory note to this pamphlet entitled, To those who may use this course.

D *Essentials.* This short course will tell you little of all that you should know about books for children. It can only point out to you the way to gain such knowledge. To teach well, you must know more than you are going to teach. If you would try to lead the children to love the best things in print, you must first learn to know them and to care for them yourself. To learn to know and care for them yourself you must read constantly. You must read of course a little in the newspapers and magazines to inform yourself on current events and you must learn to make this reading important and attractive to yourself. Then you must read good novels, good poetry, the lives of interesting people and many other things. Having gained the habit of reading good things and having learned how to get pleasure out of that reading, you will find that you can lead your pupils to read almost anything you choose.

Teachers Talk to Class on This Lesson, 1

A *The reading habit.* The value of the reading habit can hardly be overestimated. Boys and girls should learn to select quickly what is useful to them from newspapers and magazines and to concentrate their minds upon books that are worth while. They should cultivate the art of reading aloud, for this brings out the beauty of words and of their arrangement, and emphasizes shades of meaning otherwise often lost.

Reading has a practical value, a pleasure value and a social value. Skill in reading is of practical value to the child in school, for it opens many sources of information other than text-books. It is of value to the skilled workman, for it leads him to turn to the books and journals of his trade for assistance and thus increases his efficiency and market value.

Great pleasure is gained from knowledge of the world in which we live, from heroic, pathetic or humorous stories, from poems which appeal to the imagination and voice our unexpressed emotions.

The social value of reading lies in its enlargement of our understanding and sympathies and its aid in the formation of right ideals. It tells us what our own fellow citizens are thinking and feeling, and also what people of other countries think and feel and how they live. Books may thus to a large extent take the place of travel, by giving us pictures of people and customs other than our own. They make past times live

again for us. Stories help us to put ourselves in the other fellow's place. They may give us new ideals of conduct.

B *Source of supply.* 1 *The home.* Few children now own many books. Comparatively few parents take much interest in what their children read. Comparatively few teachers know much about recent literature for children or about the literature of all time which children love.

How shall the child select the books that meet his need? How acquire the habit of clear thinking and of plain and honest speaking? The love of high thoughts and noble words?

Our school education tends to become more and more utilitarian. We are spending more and more time in our schools on training young people to become bread winners, workmen, mechanics, business men. This is well and good, but while we are doing this there is danger that we may forget to develop sufficiently in the children a love for those things that can best be represented by the word good literature. Even the money-getting life is not too short for beauty, for art, for poetry, for imagination, for music, for the drama, for humor and in general for what the world has for many centuries called the refinements of life, including good literature.

This course tries to encourage teachers to learn more about good books. Those who are fortunate enough to have this knowledge will wish to pass it on to others. If children through their teachers learn to care for good books, they will bring into their own homes the good habits of book reading and book owning.

2 *The Sunday school library.* The old type is rapidly vanishing. It tends to become a general collection and to duplicate the work of the public library. The public library may lend books through the Sunday School as a station.

3 *The public school.* The school may give the child supplementary reading in connection with school work or school libraries or both.

The chief advantage of the latter is, that as the teacher knows her pupils better than a librarian can, with a collection of good books in her school room, she can put the right book into the hands of the right child at the right time. One of their disadvantages perhaps is that they

may lead the pupil away from the habit of visiting the main library and there having the educational value of a large collection. Pomona, Cal., a small city, so feels the importance of going to the library that the school children are sent to the library to choose from a selected list the books from which they are taught to read, no two children using the same reading books. Results seem to have justified the practice. In a large city only a small per cent. of the children can ever visit the central library save for short periods at long intervals. School libraries lent by the library to teachers for their class rooms are in such cases most valuable, as they are often the only collections of books to which the pupils have access, though branches of the main library can to some slight extent take their place.

4 *The public library.* So much has been written on the work of the public library in selecting and supplying reading matter for the young, and its function is so well understood, that it will be unnecessary to give space to it in this pamphlet.

5 *Newspapers and magazines.* These are informing, timely and should make for an interest in public affairs. But they include much which is worthless and debasing. The reader who spends much time on periodical literature may lose in power of concentration and mental grasp, and has little time for books that are worth while.

Newspapers are somewhat influenced as to the news they will print and as to the form in which they present it, by advertisers and by political and financial considerations. This fact may well be borne in mind when reading them. But what they present is of the greatest importance and no teacher who hopes for success in her calling can neglect to read at least one daily paper. The weekly and monthly magazines now present questions of the day in a most attractive way, and the wise teacher will select for reading the more important articles in several of them every month.

Children should not be confined to periodicals published especially for them. There are few good ones. Many of those intended for adults interest young people as well. Take note especially of The Youth's Companion, Saint Nicholas, Popular Mechanics, and indicate briefly the scope of each. The comic supplement will be considered in Lesson 9, Humor.

C *Kinds of books craved at certain ages.* Attempts have been made to chart the child's mind; to discover which years are those of greatest physical activity, when the desire to investigate is greatest, when the imagination is most active, when scientific or historical interest awakens, when group interest begins, and to prescribe suitable classes of literature for each period of development.

It is impossible to define the characteristics of children of different ages and the kinds of literature suited to each age, especially within such narrow limits as two or three years. Individuals differ in development and tastes are variable. Children need a wide range. They should have some books which are beyond them. A good book list should be graded in each subject, beginning in history for example, with simple anecdotes in simple language for the lower grades, and going on through historical novels and interesting history to difficult things.

In geography interest should be roused by little stories of children of other lands, and the list should be graded up to accounts of the latest discoveries. Other subjects should be similarly treated. But literature on each subject of all degrees of difficulty should be accessible to the child at all ages. That is, while the books in a carefully prepared list will be arranged in an ascending scale of difficulty, they should not be arranged according to the ages of readers or school grades. Any child should be allowed to read any book that appeals to him.

A few general statements are permissible. Fairy tales should be given early. Poetry is loved by the very young for its rhythm. Stories in rhyme, like ballads, are liked by many children. History is perhaps best given through well chosen biographies.

Stories of school life are popular from 12 to 15. Love stories are also then in demand, and poems of sentiment and reflection appeal to those who care at all for poetry.

Give the child the book which meets his taste and need at the time. See that the child has access to all kinds of well-selected literature and then, except as you may arouse interest by story-telling or reading aloud, let him pretty much alone to choose the mental food he craves. Do not mutilate a great story or poem to bring it down to the mental level of the child. It does the child good to reach up. As Richard

Burton says, A piece of literature is an organism, and should, therefore, be put before the scholar, no matter how young, with its head on, and standing on both feet.

D *Differences in taste of boys and girls.* Much has been written and said about this. We are told that boys love adventure, girls sentiment; that boys like stories of wild animals, girls of pet animals, that the reading of high school boys is practical, vocational and special, that of high school girls humanistic, cultural and general, etc.

Do not pay much attention to any real or fancied sex differences in making out reading lists. Let each sex, as you let each age, choose its own from a wide range of books.

Books of adventure are tonic for girls. Too much sentiment in their literature is weakening. Sentiment is sufficiently strong at the age of adolescence without literary encouragement.

Lesson 2

History of Children's Literature

Notes to Teacher on Preparation for This Lesson, 2

Distribute the following two mimeographed lists when the subjects are taken up in the teacher's talk; see A, B and C:

Books about children, interesting chiefly to adults; Blank 2.
Substitutes for the dime novel.
Exhibit the following books for examination by the students in the week intervening between lesson 1 and lesson 2.

Collections: Lucas, E. V. *editor.* Old fashioned tales.
Lucas, E. V. *editor.* Book of verses for children.
Tappan, E. M. *editor.* The children's hour, v 6.
Scudder, H. E. *editor.* The children's book.

Also, Sherwood, M. M. History of the Fairchild family.
Martineau, Harriet. Crofton boys.
Reid, Mayne. Masterman Ready.
Abbott, Jacob. History of Mary Queen of Scots.
Abbott, Jacob. Rollo at play.

Hawthorne, Nathaniel. Wonder book.
Dickens, Charles. Child's history of England
Kingsley, Charles. The heroes
Yonge, Charlotte. The daisy chain
Hughes, Thomas. Tom Brown's school days

Read: Burnite, Caroline. Beginnings of children's literature, in Library Journal, v. 31, p. 107, Conference number, 1906

*Field, Mrs. E. M. The child and his book, chapters 11, 12, 13, and 15

Hewins, Caroline. The history of children's books, in Atlantic, v. 61, p. 112, Jan. 1888

*Moses, Montrose. Children's books and reading, Chapter 2

*Optional

Note to Teacher on Report on Home Work on Lesson 1

Call upon as many pupils as possible to tell what five periodicals they would recommend for children from 12 to 14 years of age and to give reasons. Ask to have lists of the five handed in at the end of the discussion. Call for the name of the newspaper in your town or city best suited to children. Follow this by a brief discussion on the pros and cons of newspaper reading, with a few hints on how to read the papers.

Notes to Pupils About Home Work on Lesson 2

Before lesson 3, look over books exhibited. Some of these books, referred to in the teacher's talk on this lesson, 2, are out of print, but it will be well to become familiar with the titles of a few of those available. No notes need to be taken on them.

Read: Preface to v. 6 of Tappan's Children's hour; one story by each of the following authors: Thomas Day, Maria Edgeworth, Aiken and Barbauld, to be found in Tappan's Children's hour, v. 6, Old fashioned stories and poems, or in Lucas' Old fashioned tales.

Be prepared to discuss in class the difference in style, language and method of conveying moral lessons between these stories and Louise

Alcott's Under the lilacs, or any other of Alcott's books with which you are familiar.

Teacher's Talk to Class on This Lesson, 2

Up to the last quarter of the 18th century comparatively little was written for children; but the child has not lacked stories in any age. Ancient mother-stories, and nurse-stories, passed down in unbroken succession, have formed a chain connecting the imaginings of past centuries with the present.

In the middle ages, singing and story-telling was the profession of men who wandered from castle to castle and town to town. In the castle hall and in the market place, the child as well as his elders heard the rhymed lays of the jongleur or the minstrel. In church he listened to legends of the saints.

(A) *Books written for children.*

(1) *16th and 17th Centuries.* The earliest children's books were of threekinds, books of entertainment, books of instruction, and books of behavior, the greater part being of the last two classes.

Books of entertainment. In France, Jean de la Fontaine, 1621–1695, wrote animal fables to amuse the court of Louis XIV. The satire in them is lost on children; but the fables have been their property since the 18th century. In the latter part of the 17th century the French fashionable world had a fancy for fairy tales. Charles Perrault, 1628-1703, and his imitator, the Countess d' Aulnoy, 1650-1705, collected and wrote out in courtly style many folk-tales of French descent. The Perrault collection, Contes de ma mére l'Oye, the first Mother Goose, includes Cinderella, Valentine and Orson, Beauty and the Beast etc. In England, crudely printed little penny volumes called chap books popularized for children these fables and fairy stories, as well as many others of English origin.

Books for behavior and instruction. The Babee's Book, 1745, translated from the Latin, the Civilities of Childhood, 1560, and Youth's Behaviour, 1572, translated from the French, were all books of manners. Children learned their letters from "horn books" and "battledores" hung around their necks and, in the case of the horn book, protected from

wet fingers by a transparent piece of horn or mica. The New England primer, 2nd impression, 1691, combined instruction in the A. B. C. of religion and of letters, and was appropriately illustrated with terrifying wood-cuts from Fox's Book of Martyrs.

(2) *18th and 19th Centuries.* John Newberry of London was the first publisher of bound books for children and also was a vendor of patent medicines which he thriftily advertised in his publications. Between 1744 and 1802, with the assistance of Dr. Johnson and Oliver Goldsmith, he wrote and published 200 volumes, the most important of which were The story of Goody-two-shoes and the first Mother Goose collection in rhyme, in both of which Goldsmith probably had a hand. Isaiah Thomas, 1749-1831, was the American Newberry and reprinted many Newberry books, changing English expressions to American.

Later chap books and later publications of Newberry and Thomas felt the influence of the

Didactic or moral school of children's literature Based on the revolutionary ideas of the philosopher, Jean Jacques Rousseau, and first embodied in children's stories by his disciple, Madame de Genlis, 1746-1830, governess to the children of Philippe Egalité and author of 90 children's books. Rousseau applied to childhood his belief that man's nature should unfold in its own way with little guidance. The result was an awakened interest in child study, and an effort to supply books suited to the demands of child nature. These books were mostly stories having the underlying idea that children must be left free to choose the evil or the good and learn from the consequence of their choice to exercise moral judgment. In each story the good child receives immediate reward, the bad immediate punishment, pointing the doubtful moral that virtue is desirable because profitable. The strong points in these stories are the lifelike and elaborate detail, and the fact that the incidents are always within the range of child experience. Their merit varies greatly. Maria Edgeworth's Parent's assistant and Tales are the most life-like and interesting. Other authors and books are John Aiken and Mrs. Anna Laetitia Barbauld, Evenings at home; Thomas Day, Sanford &

Merton; Mrs. Sarah Kirby Trimmer, Fabulous histories, History of the Robins.

The Sunday School movement following the great religious revival of 1770 produced a crop of

Moral writers with a strong religious bent. Their method was that of the didactic school, over-accentuation of a virtue, especially self sacrifice. Their appeal, however, was to the emotions instead of to the reason. Many works of the pioneer religious writers, especailly those of Hannah More, were directed toward the children of the poorer classes, and particularly enjoined humility and contentment with a humble lot. Other writers are Jane Taylor, Mrs. Trimmer and Mrs. M. M. Sherwood, author of The Fairchild family and Little Henry and his bearer. Charlotte Yonge wrote really valuable religious stories, the best examples of the application of Christian ideals to everyday trials and problems. The most prominent early religious-moral writer in America was Elizabeth Wetherell, pseudonym of Susan Warner, author of the Wide Wide World and Queechy. In America during the 19th century a marked type of religious story was manufactured for Sunday Schools. The religious teaching of early Sunday School books was sectarian. The spirit of later stories is somewhat broader; but nearly all are concerned with individual religious experience of a sentimental and emotional kind, and are without literary merit. Examples are the Elsie and the Pansy books. The Sunday School book as a distinct type has been extinct since about 1890.

Educational writers. The movement toward popular education, started in the last quarter of the 18th century, led to the use of children's books as a means of imparting all sorts of information. Facts in history, literature, natural history, description and travel are administered in story form, like pills in jelly. The educational object is never lost sight of. The child characters are always athirst for information, their elders ever ready to oblige them. The 18th century fore-runners of this type were Aiken and Barbauld's Evenings at home and Eyes and no eyes and Thomas Day's Sanford and Merton. Some 19th century English examples were Mrs. Jane Marcet's Conversations in chemistry and political economy; Mrs. Margaret Scott Gatty's Parables of nature and Ann

Fraser Tytler's Leila stories. Two American disciples of Aiken and Day far outdid their masters and produced informing stories in interminable series. These were Samuel G. Goodrich, author of Tales of Peter Parley about America, 1827, and Rev. Jacob Abbott who, about 1850, wrote the Rollo books, 28 vols.; Lucy books, 6 vols.; Jonas books, 6 vols.; Franconia books, 28 vols.; and alone or with J. S. C. Abbott, his brother, many historical story biographies. Goodrich was the first author to write stories having distinctly American characteristics and was widely imitated. The Abbotts had an excellent knowledge of children's interests but no dramatic sense. About the time Scott's novels were written, 1800 to 1825, there was a general revival of interest in imaginative literature. It was then first recognized that if a child is to develop symmetrically he must be given food for his imagination as well as useful information. This led to several developments in children's literature.

(*a*) A revival of classic and Teutonic myth, the fairy tale, and the romantic legend of the middle ages, helped on by the translation of Grimm's Fairy tales in 1840 and expressed in the best form in Walter Scott's Tales of a Grandfather, Hawthorne's Wonder books and Tanglewood tales, and Kingsley's Greek heroes.

(*b*) In the first half of the 19th century, several classics, most of them written for adults in the 18th century, and already beloved by children fortunate enough to have access to them, were published in popular and inexpensive editions for children. These were Pilgrim's Progress, Robinson Crusoe, Gulliver's and Munchausen's Travels, La Motte Fouquê's Sintram and his Undine, etc., and some classic folk lore like the Arabian nights and Aesop's fables.

(*c*) A movement to retell the classics, happily begun by Charles and Mary Lamb's Tales from Shakespeare and Charles Lamb's Wanderings of Ulysses, finally resulted in bringing the classic into the rank of a text book as a supplementary reader.

(*d*) A revival of interest in history on the romantic and biographical side as illustrated in Charles Dickens' History of England, Charlotte Yonge's Kings of England and book of Golden deeds and Grace

Greenwood's Merrie England and Bonnie Scotland. In all these adaptations of the literature of imagination for children the educational idea is retained.

Another phase of the revolt against exclusively didactic and religious literature for children, and the first thorough going recognition of the child's right to amusement, is embodied in the story of adventure. The romantic and sensational history of America has furnished material for a distinctive type of adventure story ranging from Fenimore Cooper's Leather Stocking Tales, 1823, Mayne Reid's Scalp hunters and Midshipman Easy, 1846, to the latest Indian, scout, and cowboy stories. Absence of class distinctions and natural facilities for making big fortunes quickly have furnished material for stories of poor boys who have become rich and famous, another distinctly American type. From the above story-material, trashy books of adventure, called dime novels, largely draw their plot and incident.

Harriet Martineau's Crofton boys and Thomas Hughes' Tom Brown at Rugby were the classic forerunners of the modern school story, and picture the influence of school life and hero worship on boy character.

The test of the value of a child's book is the child itself. Few of the books mentioned above have survived, because they did not meet the test unconsciously applied by the child; namely, that they should touch his experience either of the real world, the life around him, or of the world of his fancy. Some of the classics written for more child-like ages do this, as do the best fables, myths, fairy tales and legends. Therefore these have fresh appeal for each succeeding generation of children.

(3) *Within the last 25 years* Children's literature has developed along three marked lines: (*a*) Stories pure and simple, treated in Lesson 10.

(*b*) Supplementary readers, books issued in text book form and supplied for the public schools. The best of these consist of examples of worthy thought artistically expressed or of information entertainingly conveyed. Their purpose is to acquaint the child with the best in literature to supplement his study courses. Publishers and authors try to compile these readers with regard to the natural interests of children at various ages and to grade them according to their development

and language abilities. The readers are, therefore, not always the classics themselves, or selections from the best adult travel, history, natural history, etc., but retellings or adaptations of classics, or stories of travel, history, nature study, etc., written for the purpose.

Objections to the supplementary reader are: 1 The child may conceive a prejudice against the best in literature because presented in unattractive physical make-up and as obligatory rather than recreational reading. 2 Some retold classics used for younger children are not the best versions, like those by Lamb, Church, and Kingsley, but weak dilutions of the originals. 3 A good deal of the nature, travel and history material is so plainly written down to the child's level as to seem silly even to the child.

(*c*) *Dime novels* were supplied as early as the 60's. They are not a distinct class. The term includes stories of mystery and adventure written hastily by incompetent writers for small sums, poorly printed and sold at low prices. They are not published by houses of high standing or admitted to public libraries. Their appeal is to that spirit of adventure and achievement and love of excitement and mystery which is strong in every normal boy, and must be satisfied in the case of boys for whom no healthful amusements are provided, through cheap books, cheap melodrama or moving pictures and the activities of their street gangs.

Dime novels do not truthfully represent any phase of life. They are crude and cheap in style, make-up and ideals. On the other hand they are not indecent and are distinctly above the level of the talk of boys in shops and on the streets, both in moral tone and knowledge content.

It is the business of teachers and librarians, however, to supply better-written, more life-like and wholesome books which contain the same elements of entertainment. There are many which prove much more acceptable than dime novels when boys know them, such as Stevenson's Treasure Island. See multigraphed list, blank 7, Substitutes for dime novels.

(B) *Books written for adults, but interesting to children*

1 Classics, including: (*a*) Some whose subject matter and treatment is particularly adapted to children, see lesson 3, *b*, Many of the standard novels interesting to older children, for example: most of

Scott's, Dickens' David Copperfield and Nicholas Nickleby, Thackeray's Newcomes, Stevenson's Kidnapped.

(2) Folk lore, see lesson 4.

(3) *Some books below the rank of classics,* (*a*) Stories, including romances full of action and adventure, such as Blackmore's Lorna Doone, Davis' Soldiers of Fortune, Lynde's Quickening; wholesome modern love stories with much conversation and incident, such as Brush's Colonel's opera cloak, Tarkington's Gentleman from Indiana, and John Fox's stories and novels, see multigraphed list, blank 8, Historical fiction, to be distributed at end of lesson 7.

(*b*) Non-fiction: some adult works of history, biography and travel interesting to older children will be treated under those heads in lesson 7.

(C) *Books about children, interesting chiefly to adults*

Because they analyze the child mind and appreciate and interpret child life from the adult point of view. See multigraphed list, blank 2 Some books about children interesting chiefly to adults.

Lesson 3

Classics for Children Exclusive of Mythology, etc.

Note to the Teacher on Preparation for This Lesson, 3

"To select a few of the best books as companions to a child and teach him to love their companionship is one of the most helpful things in education. The boy or girl who reads some of our choice epics, stories, novels, dramas and biographies, allowing the mind to ponder upon the problems of conduct involved, will receive many deep and permanent moral lessons. There are many other elements of lasting culture value in literature, but first of all the deep and permanent truths taught by the classics are those of human life and conduct. Besides the moral element or fundamental truth involved, every classic masterpiece is infused with the element of imagination. The rich coloring

and imagery of the artist's mind transforms into beauty every commonplace object . . . Besides the strong thread of truth and the work of the swift glancing shuttle of imagination, the woven fabric of the literary master must show a beauteous pattern of form." Condensed from McMurry, Special method in reading the English classics, p. 25-35.

Read: McMurry, Charles. Special method in reading the English classics, p. 36-38

Colby, J. R. Literature and life in school, p. 22-28, p. 103-104

McClintock, P. L. Literature in the elementary school, p. 135-138

Enlarge on point F in teacher's talk to class, paying special attention to clause 3. As an example, take a story from Spenser's Faerie Queen and briefly characterize the spirit of Elizabethan age when it was written, i. e., its literary activity, love of pageant, zest for adventure; recreate the atmosphere of the poem by telling about tournaments, vows of knighthood, quests, etc.

Distribute multigraphs 5, 4 and 14: Tests for children's classics, Form for book note, Some good editions of children's classics. Before taking up point G in teacher's talk to class, have multigraphs 5 and 4 in hands of students. Enlarge on test questions, applying them to one book mentioned in talk, as an example of their use.

Read over book note form with students showing its use in connection with tests and how to fill it out.

Assign to individual students for discussion in class at next lesson, 4, Defoe's Robinson Crusoe, Bible stories edited by R. G. Moulton, Church's Story of the Odyssey, Pyle's Story of King Arthur.

During the week intervening between lesson 3 and lesson 4 exhibit the books named in multigraph 14 to be looked over by students in connection with their home work on lesson 3

Note to Teacher on Report on Home Work on Lesson 2

Discuss with the class the difference in style, language and method of conveying moral lessons between the three old-fashioned stories they have read, and Louise Alcott's Under the lilacs. Also try to draw out (1) A comparison between the characterization of a child in a good

modern child's story like one of Alcott's and a child in these old-fashioned stories. (2) A comparison between the make-up and illustration of modern stories for children and those published previous to 1875. Pupils can get some idea of the historical development of the children's books and what old-fashioned stories are obtainable in modern editions from Caroline Burnite's chronological List of books illustrating the beginnings of a literature for children, first published as an appendix to her article, The beginnings of a literature for children, in Library Journal, v. 31, p. 107, Conference number, 1906, and now published as a separate leaflet by the Public Library of Cleveland, Ohio. This list gives publisher and price of books in print and, where possible, both an expensive and a cheap edition.

Note to Pupils on Home Work on Lesson 3

Read, Robinson Crusoe or Gulliver's travels, either of which will count as one of the six stories to be read for lesson 10, The story book; one of the following plays of Shakespeare: As you like it, Merchant of Venice, Julius Caesar, Midsummer night's dream, The tempest; The book of Ruth. Examine and read one story in Lanier's Boy's King Arthur, or Lamb's Tales from Shakespeare, or Dawson's Stories from the Faerie Queen. Submit to tests for classics and make out book notes on forms supplied you, for the Book of Ruth, one Shakespeare play, one book examined. These reports are due at close of next lesson. The report on Robinson Crusoe or Gulliver's travels is not due until period for lesson 10, The story book.

Teacher's Talk to Class on This Lesson, 3

The King James version of the Bible, Homer's Odyssey, Chaucer's Canterbury Pilgrims, Spenser's Faerie Queen, Malory's Morte d'Arthur, the best of Shakespeare's plays, Robinson Crusoe, Gulliver's travels, etc., have long been considered as very fine examples of writing because

(1) They are expressed with great skill. In a book on applied science the author uses the words which will best express his exact meaning. In a piece of great literature, words and phrases are chosen which not only express the author's meaning, but also make pictures in the reader's mind, linking the expressed thought

to related ideas which the imagination supplies. Also, these words and phrases are arranged with regard to simplicity, proportion, and, especially in poetry or poetic prose, beauty of sound.

(2) They are interesting and attractive to people of other times than those in which they are written. That is, they seem to each reader not only to embody some of the realities of his own experience, but also to draw a picture of human life that might be true at any time and under all circumstances.

There are many of these classics, not all of equal merit, and between the books that every one agrees may be properly called classics and those that are not so called, there is no hard and fast line. For example, Keat's Eve of St. Agnes would generally be called a classic. The Village Blacksmith would not, and yet the latter poem may be with some propriety ranked very high for its simplicity and directness and for the fact that it is of interest to many people.

(A) *A classic defined*

A classic, then, is a work which combines truth to life, imagination and wide human interest with excellence of expression, and is universally recognized as a great piece of literature.

Certain of these classics and parts of classics are the best reading for the child who can and will read them. They are the only literature, conventionally so-called, within his comprehension. Few books written especially for children have literary merit. They are not well written and, moreover, they are not fitted to their purpose, which is to help children to understand the world in which they live as well as to amuse them.

(B) *Selection*

Not all classics are interesting to children or suited to them in style and subject matter. In choosing classics for children, select those which have a strong story interest and are objective rather than reflective or introspective, i. e., have many characters, like Shakespeare's plays and the Canterbury Pilgrims; a good deal of action and adventure, like the Wanderings of Ulysses, Malory's Morte d' Arthur, Robinson Crusoe and Gulliver's travels; much descriptive detail, like Robinson Crusoe and the Faerie Queen.

Of course, classics for children's reading must be in modern English; but, on account of their story interest, moral lessons, associations with literature and art, etc., we need to use some stories and epics written in other languages, like Homer's Odyssey; or in archaic English, like Spenser's Faerie Queen, Chaucer's Canterbury Pilgrims and Malory's Morte d' Arthur. The ideal translation or retelling preserves the spirit of the original, and follows as closely as possible its form of thought. Lanier's retelling of Malory's Morte d' Arthur is a good example. Many retellings of the classics are practically classics themselves, as Lanier's King Arthur, Lamb's Tales from Shakespeare and Kingsley's Greek heroes. For further discussion of retold classics see Lesson 2, Supplementary reading.

Many classics have been adapted for children's use by omitting or abridging parts beyond their comprehension. For example, on account of the involved plot and multiplied incident of the Faerie Queen and Canterbury Pilgrims, only the simpler narrative parts are selected for reading aloud or retelling. Parts morally unfit for children's reading are expurgated, as in Old Testament stories and Gulliver's travels.

Judiciously chosen excerpts from an original classic, not suited in form to children as a whole, like the Faerie Queen, or from a poetic translation like Bryant's Odyssey or Palmer's Iliad, will be appreciated by some children if read aloud.

(C) *Value in child's development*

Such classics as are suited to the child are of value in his development because

(1) They acquaint him with the best literary models, i. e., with those books in which the words are full of imaginative suggestion and are perfectly fitted to the thought, and in which the thought is suited to the theme and the theme is true to life.

(2) They help him to understand and interpret his later reading. All literature is filled with turns of phrase, figures of speech, direct quotations and allusions taken from the Bible, Shakespeare and, in less degree, other classics.

(3) Childhood is the language period. It is only through familiarity with books in which words are used to mean exactly what the

author intends, such, for example, as a guide to electric toy-making, and through acquaintance with literary classics, that the child learns to understand words alike in their exact and in their full meaning, and to use them with both precision and skill. The first we may define as the commonplace, the latter as the skilful, or literary use of words.

The difference between the literary and the commonplace use of the language is of course as difficult to describe as is the difference between literature and non-literature. An example may be given, which will at least suggest some aspects of this difference.

Read the first stanza of Samuel Roger's very simple poem, The wish:

"Mine be a cot beside the hill;
A bee-hive hum shall soothe my ear;
A willowy brook, that turns a mill,
With many a fall shall linger near."

This is almost commonplace in its simplicity and the words used are as simple, as every-day, as is the thought they express. Yet the effect is good. A picture is called up by these few words which pleases at once, and a picture which takes much of its charm from the skilful choice of words and their apt arrangement.

Now turn this into commonplace phrase, using words enough to describe fully all the details of the picture, details which the poem itself barely suggests yet compels the reader to supply. The result might be something like this, for the first line only:

"I would like to have a small, inexpensive and rather picturesque one story house at the foot of a little hill."

Try this with other simple lines, generally recognized as good poetry or prose, and note how rich in suggestion are the few choice words, in contrast to the large number of words needed to describe these suggestions in full.

(4) They give the child a sense of the varying conditions of life in different places and in different ages and acquaint him with the simpler thoughts and motives which make for variety in character in all times. For example, life and character in primitive ages in Homer and the Old Testament, Chivalry in the Middle Ages in Malory and Spenser, 15th century England in Chaucer.

(D) *Appeal to child*

The classics mentioned and others of like character appeal to child because

(1) They are told simply and directly and with realistic attention to detail.

(2) They deal with beings essentially childlike in character, i. e., without self consciousness, simple in motive, direct in action.

(3) They satisfy his desire for excitement and adventure.

(4) They give him objects for emulation and hero worship; Ulysses, the wise and brave; Arthur, the true knight; Crusoe, the resourceful, etc. Many Old Testament stories are particularly valuable for the simple lessons in conduct and character that they convey.

(E) *Age of appeal*

They make the strongest appeal between the ages of six and sixteen, and should by all means be read then because (1) As stated above, certain classics deal with characters essentially congenial to the child mind. (2) The taste is formed for better or for worse between these ages. Some children enjoy good literature naturally, most children will enjoy it if properly introduced to it.

(F) *Teacher may interest the child in the literary classics:*

(1) By telling part of the story, leaving off at an interesting point, and referring him to the book for the remainder.

(2) By reading extracts aloud.

(3) By telling something about the author's life and times, recreating the proper setting of time and place for his story or poem.

(4) By furnishing the classics in attractive, well printed editions.

(G) *Tests for children's classics*

The following sums up a few of the points which a teacher should consider in selecting classics for children: (1) Is it an original classic or a classic retold, adapted, abridged or simply translated?

(2) Is the subject matter of the classic interesting and suitable for children? Is its form of expression suited to their comprehension?

(3) If it is not the original text, does it reproduce the spirit of the original and as nearly as possible its form of thought?

Lesson 4

Fables, Fairy Tales, Myths and Legends

Note to Teacher on Her Preparation for This Lesson, 4

Read preface in each of the following collections edited by Hamilton Mabie: Myths every child should know, Fairy tales every child should know, and Legends every child should know.

At close of period distribute multigraph 15, annotated list, Some good editions of fables, fairy tales, myths and legends. Call for book notes due on required reading for lesson 3.

During the week intervening between lessons 4 and 5, exhibit the books named in multigraph 15, to be looked over by students in preparation for class discussion on lesson 4.

Note to Teacher on Report on Home Work on Lesson 3

After class reports on individual books, shape general discussion to emphasize the following points:

(1) The qualities of the book which entitle it to be called a classic, i. e., truth to life, imagination, beauty of expression.

(2) Qualities of the classic which make it suitable for children, i. e., story interest, action rather than reflection, descriptive detail.

(3) If a retelling or adaptation, what qualities of the original are lost in the children's version, what retained?

Have several students mention and briefly characterize a book known to them which answers requirements of a children's classic.

Note to Pupils on Home Work on This Lesson, 4

Read one adventure from Pyle's Merry adventures of Robin Hood; the adventures of Perseus in Hawthorne's Wonder book, under title The Gorgon's head, and in Kingsley's Greek heroes; the death of Baldur in Mabie's Norse stories retold from the Eddas; Persephone in Hawthorne's Tanglewood tales; Cinderella in Grimm's Household stories, translated by Lucy Crane, and in Perrault's Tales of Mother Goose. Examine and make out book notes in forms supplied, for Pyle's Robin Hood, Mabie's Norse stories, Hawthorne's Wonder book and Perrault's Tales of Mother Goose.

Before lesson 6, look over some of the books on exhibition, using multigraph 15 as an aid to examination. Students need not take notes on these books.

Teacher's Talk to Class on This Lesson, 4

In this lesson we deal with a class of literature most of which is the spontaneous product of the imagination of people of past ages and therefore, in its best form, particularly suited to the interests and needs of childhood. This includes fables, such as Aesop's Frog and the ox, fairy tales including folk tales of all nations, such as Blue Beard, The golden goose, The three bears, Three billy goats, Gruff, and fairy tales with known authors, such as Andersen's Nightingale and Kingsley's Water babies; myths, such as the death of Baldur (Scandinavian), and Phaeton, Persephone, Orpheus and Eurydice (Greek); legends, such as Horatius at the bridge (Roman), William Tell (Swiss), Robin Hood (English), King Arthur (French), The Cid (Spanish), Sohrab & Rustem (Persian), and the different national hero-sagas founded on the same basal Scandinavian myths, such as Beowulf, Siegfried and Frithjof.

(A) *Classes defined and differentiated*

(1) *Myths.* In early ages man recognized forces external to himself which largely determined the conditions of his life. These forces of nature, such as light and darkness, fire, and summer and winter, he personified and made the subject of stories, In the same way he theorized about the origin and control of the universe, attributing the governing power to one God or many gods, and inventing stories about the relations of these divinities to each other and to man.

All these stories are called myths. Examples are the stories of Persephone, the spring; Phaeton, the driver of the Greek sun-god's chariot; and the death of Baldur, the Norse sun-god. The mythology of different races deals with the same general ideas and has practically the same basic stories, differing only in detail. Scholars explain this world wide similarity of myths by ascribing it to similarity of human beings at a certain primitive stage of their intellectual development.

(2) *Fairy tales.* Are not ordinarily concerned with the great forces of life like mythology, but with its details. They represent the

effort to imagine a freer, richer life independent of actual conditions. The fairies, genii, trolls, etc. are the supernatural beings who either bring all good things to pass, or continually thwart man's desires and work him ill. The fairy tale does not deal directly with ideas of right and wrong. It may have a moral purpose, as in Andersen's tales, but this purpose is subordinated to the story.

(3) *Fables* Do not deal with supernatural beings, and depart from the natural only in giving to animals and inanimate objects human characteristics and powers. The fable differs from the fairy tale in having a direct moral purpose, usually showing the result of a single trait of conduct, such as vanity in the fable of the Frog and the ox.

(4) *Legends* Are mixtures of popular tales and literary invention cast in narrative form and told as records of fact. They usually deal with some character of heroic type, such as The Cid, and Siegfried; some storied locality, as in the legend of Sleepy Hollow; or some event or period in the mist-shrouded early history of nations, as in William Tell and Horatius at the bridge. The terms myth and legend are often used interchangeably; and as the term myth is used by scholars, they have something of the same significance, that is, folk-lorists believe that myths are based on some actual custom or observance of the primitive people who have made them, as legends are based on the deed of some actual hero. As the terms myth and legend are used in literature, however, there is a real distinction, namely, the myth is wholly the product of the imagination and has a symbolic meaning, while the legend usually has a basis of historic fact. The legends of both Greeks and Scandinavians are inextricably interwoven with their myths, as in the Odyssey and the stories of Beowulf, and Siegfried.

(5) *Folklore* Fairy tales, fables, legends etc. which are the product of the folk mind rather than the deliberate invention of a single author may be included under the general term of folk lore. The fact that many nations have the same folk stories probably shows that they are based on the same racial myth common to several people. From constant retelling they have either lost their underlying meaning and

become purely fanciful stories, or have become connected with some hero, either mythical, like Perseus, or national and semi-historic, like Frithjof, Siegfried and Horatius. Usually these cycles of hero-myth are concoctions of many different myths strung together by some ingenious poet rather than by the people as a whole.

(B) *Appeal to the child*

Both fables and fairy tales appeal to the child's fondness for animals and his sense of justice, i. e., the certain, speedy and usually appropriate reward meted out to good and evil characters satisfies his reason.

The fairy tale appeals to his love of mystery, fondness for disguises and masquerading and passion for roving.

The child takes little account of the symbolic meaning of the myth, except as it adds an agreeable element of mystery and disguise. He enjoys it as he would a poetic fairy tale. For those on a grander scale the sensitive child gets a thrill of awe and reverence.

The legend appeals to the child's love of variety, movement and color, his love of adventure and instinct for hero worship.

As a rule stories of each of these kinds make a special appeal at some stage of the child's growth. If he gets the best stories of the kind he likes at each period, it not only satisfies his natural craving, but helps him to understand life.

(C) *Value in child's development*

The value in child's development of this class of literature is that

(1) It develops his imagination, i. e., the constructive or creative quality of his mind. Great achievements in literature, science, invention and business organization are dependent on the imaginative power of the workers.

(2) It transports him into a sweet and wholesome world of thought and distracts his attention from the vulgarity and evil that forces itself on his notice at every turn, in newspaper headlines and pictures, on bill boards and in the streets.

(3) It gives him the first glimmering of the idea that there are other values in life than the useful and practical, and that not every good thing can be bought and sold.

Each class has its special value. Fables and fairy tales teach the

difference between right and wrong on broad lines, i. e., they demand no notices of moral judgment. All the characters and incidents can be classified at once as good or bad.

Their talking animals give the child a sense of kinship with the animal world. See such stories as The three bears and the list of fanciful animal stories in multigraph 20.

An acquaintance with myths, like an acquaintance with poetry, increases a child's sensitiveness to beauty and awakens his awe and reverence, which are the emotions at the basis of all religious feeling.

A knowledge of mythical and legendary stories is an important part of the child's equipment of general information. Myths and legends have furnished subject and incident for some of the world's great literature, such as The Odyssey, The Fairie Queen, La Morte d'Arthur, and Matthew Arnold's Sohrab and Rustem. Also much of music, drama and the fine arts is based on Greek and Scandinavian myth and legend.

Legends, especially those of chivalry, embody many childish ideals, such as courage and bravery, and furnish him with higher ones, such as gentleness, unselfishness, purity. Hero worship is a great aid to character-building. A story which personifies a child's hazy ideals in recognizable form is particularly good for him.

(D) *Age of appeal*

If children developed uniformly, a neat little schedule could be made out stating at which age each class of imaginative literature makes its particular appeal. As it is, however, no hard and fast rule can be laid down. Story telling appeals to the child from four or five years on and this class of literature forms the best material. The simplest fables and fairy tales are used first, then perhaps a few of the mythical stories and lastly the hero stories and legends which pave the way for real history and introduce some of its characters. In his own reading the child follows about the same order of preference. The legend and hero tales continue their appeal well into adolescence; but the fairy tale age when pure fancy rules is over earlier.

(E) *Method of interesting children*

Little effort is needed to interest children in fables and fairy tales.

On the contrary, once ease in reading is acquired, the average child's appetite for them needs curbing. In the earlier grades, the above stories and later the simpler myths, are valuable for use in the reading hour and for reproduction work. The child's interest in reading is easily awakened by material that has picturesqueness and plot. He will get a quicker grasp of spoken and written English from short, simple fables and fairy tales than from the pointless, colorless stuff often used.

Little time should be spent in interpreting to children the symbolism of myths. A good way to present them is in explanation of some well known picture, like Guido Reni's Aurora, or Leighton's Perseus and Andromeda.

To interest children in the mythical legendary cycles of hero-adventure the teacher may (1) Try to reproduce the customs and spirit of the age, i. e., Chivalry of the time of King Arthur, etc. (2) Read or tell one or two adventures and refer them to a good version for the remainder.

(F) *Selection*

Not all the old fables, fairy tales, legends, etc. are suitable for children either in form of expression or subject matter. Some collections of folk tales include stories which are written out just as they have been handed down by word of mouth. They are often cruel or coarse in spirit and confused in plot and incident. These are interesting only to students of folk lore. A few of Grimm's folk stories and some in the Lang collections are objectionable, while many of the Arabian nights' tales are indecent.

Often the arrangement of incidents, characterizations, etc. of a written version is so good that it is accepted for all time as the best way of telling the story, as in Perrault's Tales of Mother Goose and many of Grimm's fairy and household tales. The poetic Märchen of Andersen are ideal in style and moral tone, but their subjects are often outside the range of children's interests, which is seldom the case with Grimm's or Perrault's tales. Some modern fairy tales and wonder stories, such as Stockton's Fanciful tales and Carroll's Alice in Wonderland, show a lively fancy and are of excellent literary quality, but well-expressed folk stories have a naive simplicity that suits the child mood better.

Many myths are poetic, graceful and full of feeling for beauty, as in the Greek mythology, or powerful and awe inspiring as in the Scandinavian. Myths of all races, however, attribute human motives and actions to their divinities and frequently involve them in undignified, cruel or immoral conduct. Many Scandinavian myths are too long and complicated to interest children, but their heroic quality usually makes a stronger appeal than do the more poetic Greek myths.

The legends of the middle ages are richest in adventure and picturesque interest, as in Robin Hood, and furnish the highest moral ideals, as in the stories of King Arthur and other knights of chivalry.

For class use teachers should be familiar with the best versions of single stories, and should know what editor and author has best reduced to order the confused mass of stories centering about great legendary heroes and put them in shape for the story teller's purpose. For best sources for single stories, see Carnegie Library of Pittsburg's List of good stories to tell to children under twelve; for best sources for hero cycles, see Edna Lyman's Story telling, List of books suggested for the story teller, p. 226-229, also specific references throughout the book.

For children's home reading the teacher should know the contents of collections she recommends, and should see that books of sagas and legends not only tell a story with spirit, but reproduce the atmosphere of the times, and bring out qualities in the central figures suited for children's comprehension and emulation. The books of Charles Kingsley, A. J. Church, Sidney Lanier, Charles Lamb and Howard Pyle are the best examples of successful editing and retelling.

Lesson 5
Poetry

Note to Teacher on Her Preparation for This Lesson, 5

Read: Allingham, William, compiler. Ballad book, Preface

* Arnold, Matthew. The study of poetry, in his Essays in criticism, 2d series, 1906, pp. 1-55

* Emerson, R. W. Poetry and imagination, in his Letters and social aims, 1904, pp. 9-95
Lang, Andrew, compiler. Blue poetry book, Introduction
McClintock, P. L. Literature in the elementary school, Chapter 12, Poetry
Repplier, Agnes. The children's poets, in her Essays in idleness, p. 33-64
Wiggin, K. D. & Smith, N. A., compilers, Golden numbers, Introduction
* Optional

Familiarize yourself with the 33 books on the list, Good collections of poetry for children. Prepare to characterize briefly to the class each of the 12 starred books on the list.

Prepare to discuss with students poems listed under D in this lesson talk.

Distribute to class multigraphs 16, 6 and 4: list, Good collections of poetry for children, test for poetry, form for booknote.

Note to Teacher on Report on Home Work in Lesson 4

In a general class discussion, try to develop the following points and others which may have been suggested to students by their home reading on Lesson 4.

(1) Why is Pyle's Merry adventures of Robin Hood attractive to children? Its ethical influence? Does it promote the gang spirit?

(2) Compare the two versions of the Greek myth concerned with the adventures of Perseus, as found in Kingsley's Greek heroes and Hawthorne's Wonder book, to show the difference in style of telling, i. e., Hawthorne's playful fancy and elaboration of graceful detail, in contrast to Kingsley's serious and straightforward style. Is it necessary to turn Greek myths into pretty fairy tales to adapt them to children's interests?

(3) Compare a Greek and a Scandinavian myth to show the difference in quality, i.e., the Greek, graceful and poetic; the Scandinavian, powerful and awe inspiring. Examples: Persephone in Hawthorne's Tanglewood tales and the death of Baldur in Mabie's Norse stories retold from the Eddas.

(4) Compare the versions of Cinderella in Grimm and Perrault to show the difference between an unpolished folk tale and one which has been put into good literary form.

For further suggestions in developing these points read McClintock, Literature in the elementary school, p. 141-144.

Notes for Pupils on Home Work on This Lesson, 5

Read: Lang, Andrew, compiler. Blue poetry book, Introduction
McClintock, P. L. Literature in the elementary school, Chapter 12, Poetry
Wiggin, K. D. & Smith, N. A., compilers. Golden numbers, Introduction

Take notes on McClintock and hand them to the instructor at the next lesson period.

Examine with care as many as possible of the books of poetry on the list, Good collections of poetry for children. Read six poems from either Allingham, Burt, Chisholm, Henley, Ingpen, Lang, Palgrave, Patmore, Peabody, Repplier, Thacher, Wiggin & Smith (Golden numbers), or Stevenson. Or read two poems from each of any three of these. Hand a list of poems read to the instructor at the next lesson period. Fill out on blank given you one booknote for any starred collection of poetry on the list.

Come to class next time prepared to give the title of one poem that you like and to give reasons for your liking. This should be in form to be handed to the instructor if not recited upon in class. The poem need not be chosen from the books examined.

Teacher's Talk to Class on This Lesson, 5

(A) *Definition*

Poetry has been said to have two essential elements, thought intensely felt and thought artfully expressed. It helps us to see more in the world and in people, to see differently, to feel more keenly. It tries to grasp the essence of the thing.

It is difficult, as was explained in Lesson 1, to tell what literature is; it is perhaps more difficult to define poetry, and in both cases it sometimes seems impossible to tell how to know when it is good, how to learn to love it, and why it is worth while to read it and to become familiar with it.

There are no standards for measuring either poetry or literature. There is no way of telling whether or no a certain poem is great. We must always depend on the experience of one, or many, persons. We have no poetry principles, or poetry rules, or poetry test tubes or anything of that kind by which to estimate a poem's qualities. All praise of it amounts to this, that a number of people have enjoyed it and approved it. They approved it because it gave them in the reading of it certain rare and enjoyable emotions which they say they gain only from the reading of poetry that is of the best. We should all test poetry for ourselves by the same method. We should ask, Do I like it? Does it stir me? Does it arouse in me enthusiasm? If it does, it is good poetry for me. If not, it is not good poetry for me.

Of course we shall, if we are wise, look about a little when we are reading and say, has this poem been praised by many? Were those who have praised it simply echoing what others have said, or did they form an opinion from their own experience? Were they persons who have read and thought, and have they shown by what they have said or written that they have good taste, good judgment, wide knowledge of our mother tongue and ability to tell when it is wisely and beautifully used? If yes, then we say to ourselves, we also may hope to find this poem beautiful. If we do not so find it, then we say that perhaps we have not yet the ability or experience or skill to appreciate it.

(B) *The value of poetry*

Poetry wakens the senses, reveals the uncommonness in common things, helps us to see and to feel the beauty of much that would otherwise pass unnoticed, cultivates the imagination, enlarges the sympathies, and gives a language to the emotions. It interprets life for us. When properly read aloud, it trains both ear and voice in the nicer shades of perception and expression.

Poetry helps to keep alive and to stimulate in the child the growth of the feeling for beauty, a feeling which expresses itself in many different artistic forms, in wood or stone, in line or color, in music or words, and which adds much to life.

Narrative poems of the nobler order furnish high ideals and arouse to fine actions.

Poetry helps to counteract the materialism of twentieth century America. The teacher who does not wish to turn out little Gradgrinds like those of Charles Dickens in Hard times, must not neglect the training of the emotions and the development of the power of sympathetic appreciation of beautiful sights, of melodious sounds and of noble thoughts.

Note to teacher. The following quotations afford further suggestions for your talk or for class discussion, if it seems wise to spend more time on this division of the subject.

"The acquisition of good poetry is a discipline which works deeper than any other discipline in the range of work of our schools; more than any other, too, it works of itself, is independent of the school teacher, and cannot be spoiled by pedantry and injudiciousness on his part."

Matthew Arnold

"One who is trying to write a sober treatise in a matter-of-fact way dares not, lest he be set down as the veriest mystic, say all the things that might be said about the function of rhythm, especially in its more pronounced form of meter, among a community of children no matter what the size of the group; how rhythmic motion, or the flow of measured and beautiful sounds, harmonizes their differences, tunes them up to their tasks, disciplines their conduct, comforts their hurts, quiets their nerves; all this apart from the facts more or less important from the point of view of literature, that it cultivates their ear, improves their tastes, and provides them a genuinely artistic pleasure. If it happens that the sound they are chanting be a bit of real poetry, it further gives them perhaps more than one charming image, and many pleasant or useful words."

P. L. McClintock. Literature in the elementary school, p. 194-5

(C) *The kind of poetry to read with children*

This includes some poetry written for children and much poetry written for adults and liked by children. There is a painful lack of distinction in most of the poetry prepared especially for the child.

Some great poems which are beyond his comprehension should occasionally be read to him because of their incomparable music and because it is wholesome for him to reach up to what he cannot as yet fully grasp.

Children have strong auditory word interests. They like words because they sound pretty, or queer, or run together easily. Some two year old children, for example, who cannot understand the words, love Kipling's "Seal lullaby" for its melody.

"Oh! hush thee, my baby, the night is behind us,
And black are the waters that sparkled so green.
The moon, o'er the combers, looks downward to find us
At rest in the hollows that rustle between.
Where billow meets billow, there soft be thy pillow;
Ah, weary wee flipperling, curl at thy ease!
The storm shall not wake thee, nor shark overtake thee,
Asleep in the arms of the slow-swinging seas."

Kipling. Jungle book.

Young children, then, must have poetry which is objective, simple and musical. Nursery rhymes are valuable. Every young child should know Mother Goose's melodies, "perhaps the only library of literature that is perfectly suited to its purpose and its public."

Simple lyric and narrative poetry and ballads should follow the nursery rhymes. Complexity of structure, false sentiment and surplus of emotion should be avoided.

Poems of sentiment and reflection receive little recognition from the average child before the age of adolescence.

Many poems written about children appeal only to the adult. This applies to some of the child poems by Robert Louis Stevenson and by Josephine Preston Peabody.

Read and compare: Peabody, The sorrows, in her Book of the little past, p. 32
Stevenson, Land of counterpane; or, My shadow

(D) *Tests for poetry suited to children*

Is it musical? Is it simple in thought and construction? Does it

avoid sentimentality and excess of emotion? Does it appeal to the imagination? Does it help the child to see beautiful pictures, to sympathize with experiences outside the range of his own life, to feel nobly, to act rightly?

(E) *How to cultivate a love for poetry*

The child should hear many great poems well read. He should be trained to read them aloud to bring out their full value. He should memorize a number of poems. He should be induced to read many to himself.

Poetry should not be analyzed to death, or used to teach the facts of nature and of history. A poem should not be presented to the child as a dissected map, which he may take apart and fit together again, but as a beautiful picture.

Mary E. Burt tells of hearing Tennyson's "Lady Clare" turned into a lesson on the lily-white doe, the number of its legs, the length of its tail, the shape of its ears, etc. This is a fine example of how not to do it.

(F) *Good collections of poetry for children*

Note to teacher. Distribute the list at this point and comment briefly on the 12 collections starred.

(G) *Read and discuss with the class the following poems:*

Lanier, Sydney. Barnacles

Macdonald, George. The wind and the moon, in Burt's Poems every child should know.

Whittier, J. G. The piper at Lucknow

Sir Patrick Spens, in Allingham's Ballad book

Note to teacher. This ballad may be compared as to its suitability for children, with that of "Young Waters" in Allingham's Ballad book. Comparison may also be made here of the relative suitability of Tennyson's Enoch Arden or his Princess, and Arnold's Sohrab and Rustem. How much finer the high seriousness of the latter than the "saccharinity ineffable" of the Princess.

Lesson 6

Poetry: Reading and Discussion

Notes to Teacher on Her Preparation for This Lesson, 6

This lesson may be omitted if it seems desirable to shorten the course. If omitted, the exercise of turning a poem into prose, mentioned in this lesson under Notes for pupils about home work, should be added to the home work in Lesson 5, and all home work assigned in Lesson 5 should be recited upon in Lesson 7.

This lesson should not be attempted by a teacher unless she can read aloud well. Select from the list of poems given as many as you can easily read aloud in the given time. Prepare a very brief introduction to each poem. For instance, if you choose Howitt's Sea-gull and Thaxter's Sand-piper, under Nature poems, be sure that the class knows what sea-gulls and sandpipers are like and tell them while the Sea-gull is simply a picture, the Sand-piper is a picture plus an ethical teaching.

"We make a mistake when we 'write down' to children; still more do we err when we tell a child not to read this or that because he cannot understand it. He understands far more than we give him credit for; but nothing that can harm him. The half-understanding of it, too, the sense of a margin beyond, as in a wood full of unknown glades, and birds, and flowers unfamiliar, is great part of a child's pleasure in reading."

Lang. Blue poetry book, pref. p. 11-12

Note to Teacher on Report on Home Work on Lesson 5

Ask as many students as can report in the allotted 15 minutes to give the title of a favorite poem with reasons for liking it. Ask those members of the class that do not recite to hand in their choice and reasons in writing. Ask all students to hand in notes on McClintock and list of poems read.

Note to Pupils on Home Work on This Lesson, 6

Read 12 poems from either Allingham, Burt, Chisholm, Henley, Ingpen, Lang, Palgrave, Patmore, Peabody, Repplier, Thacher,

Wiggin & Smith (any of the three collections listed) or Stevenson. Include at least one ballad. List two poems to be recited by children of 8 and of 15 years of age respectively.

Turn into prose Tennyson's Bugle song or his Sweet and low, or Samuel Roger's A wish, in Bryant, W. C. editor, New library of poetry and song, or any suitable poem that the teacher may wish to substitute from any one of the collections listed. State whether the prose or the poetical form appeals more strongly to you and why.

Hand in this work at the next lesson period.

Students are strongly advised to read at least 50 poems during the course.

Reading and Discussion

(A) *Discussion*

Ask students to mention poems they like and to tell why they like them. Try to evolve a few fundamental principles and to make the exercise a review and amplification of much that was brought out in lesson 5.

(B) *Reading*

Read as many of the poems on multigraph 17, Good poems to read aloud, as the time will allow of, without comment except, when necessary, a few explanatory words before reading the poem, that the class may understand unfamiliar objects or terms.

Do not analyze the poem as you read. It prevents pupils from feeling the power and beauty of the verse.

Lesson 7

History, Civics, Biography and Travel

Note to Teacher on Her Preparation for This Lesson, 7

Have on hand for reference during class period the books named in required reading for this lesson, 7.

At close of period distribute multigraphs 19, 18 and 7: an annotated list, Historical fiction; an annotated list, Some good books on history and biography and 4 travel series popular with children; Tests for history, civics, biography and travel.

During the week intervening between lessons 7 and 8, exhibit as many as possible of the books named in multigraph 18.

Assign the following books to individual students for class discussion at next lesson, instructing them to use tests in judging the books and fill in book note forms for books reported on: Griffis' Brave little Holland, Willard's City Government for young people, Lummis' Tramp across the continent, Nicolay's Boy's life of Abraham Lincoln.

Note to Teacher on Report on Home Work on Lesson 6

Call on as many students as possible for the two suitable poems to be recited by children of 8 and of 15 years of age.

Call for and read to the class some student's prose version of the poem selected to be turned into prose. Then read the poem and afterwards discuss with the class whether the prose or the poetical version makes the stronger impression, and why. Call in the other students' prose versions and return, at the next lesson period, with brief written criticisms.

Note to Pupils on Home Work on This Lesson, 7

Read one history and one biography, one of these to be an adult book. Examine one book in each of the other groups. Fill in book note form for books read and examined.

Before lesson 8, look over some of the books on exhibition, using multigraph 7 as an aid to examination. No notes need be taken on these books.

Teacher's Talk to Class on This Lesson, 7

In this lesson we discuss books about what groups of men have done, histories, such as Lodge and Roosevelt's Hero tales from American history, Seawell's Decatur and Somers, Elson's Child's guide to American history; books about the way in which men organize to live in peace and with mutual benefit, civics, such as Marriott's Uncle Sam's business, Dole's Young citizen, Dunn's Community and the citizen and Gulick's Town and city; books about persons, biographies, such as Nicolay's Boy's life of Lincoln, Hale's Boys' heroes, Richard's Florence Nightingale, Parton's Captains of industry; books about the countries in which men live, travel, such as Parkman's Oregon trail, Schwatka's Children of the cold.

(A) *History*

(1) *Histories children will read.* The child enjoys the history which has a story interest and, like a story, centres around some picturesque or heroic figure, deals only with striking events marshalled in clear sequence and swift dramatic progress, and recreates in some detail the atmosphere of the time. For the historian who would interest young people, an imagination which creates pictures, a sense of proportion and faithfulness to the truth, as distinguished from the facts of experience, are necessary qualifications, rather than a complete knowledge of historical sources, or scientific accuracy in minute details.

(2) *Age of appeal.* It is impossible to fix the history age exactly, but at about six or eight years the child probably emerges from the world of sheer fancy and begins to enjoy hero-stories. From this age his interest in history and ability to understand it may be developed through the following stages:

(a) *Stories from history* dealing with separate incidents or events or a simple series of events, centering about some heroic figure and graded in difficulty to the language ability of the child. Example, Lodge and Roosevelt's Hero stories from American history.

Children should know the works of the old story tellers from history, such as Herodotus, 5th century B. C., Plutarch, 1st century A. D., and Froissart, contemporary chronicler of the age of chivalry. When introduced to these tales children will enjoy them, but they should be told that they are valuable as showing the spirit and customs of their times rather than as records of facts.

(b) *Historical biography.* The best way to fix the events of a period in the mind of a child of 8 to 12 is to furnish a simply told biography or historical story in which one or two prominent figures form the nucleus about which all events cluster and take significance. Example, M. E. Seawell's Decatur and Somers.

(c) *Narrative history.* The power to connect a long sequence of events and grasp their relations of cause and effect is a later development. An example of easy narrative history written for children is Elson's Child's guide to American history. The older child's attention should be called to the works of Fiske and Parkman. John Fiske tells a story more smoothly and shows events in their logical relation

more clearly than any other writer of popular history. Francis Parkman's works are the romance of history, uniting absolute fidelity to the letter and spirit of facts with a picturesque style.

(d) *Social history.* Lastly, young people may begin to read history which is not concerned so much with wars and events in lives of rulers, as with the gradual development of institutions which constitute present day civilization, i. e., industries, arts, education, forms of government. Green's Short history of the English people is a good history of this description for young people of 14 to 17.

(3) *Selection.* These historical tales and narratives should be interesting, picturesque, and not misleading, i. e., they should tell a story well, recreate characters and the atmosphere of the times, represent men in proper relation to their time and events in their proper proportion and logical sequence.

(B) *Civics*

Children learn in school about the machinery and powers of government. Such books as Marriott's Uncle Sam's business, entertainingly supplement that information. They can also be interested in their own personal responsibilities, duties and privileges as citizens of the nation, state and their own community by introducing them to such books as Dole's Young citizen and Dunn's Community and the citizen. From these, and books like Gulick's Town and city, they catch some of the spirit which works out practically in clean politics and healthful, spacious and beautiful surroundings.

Newark, N. J., is probably the first city to make a systematic effort to educate her children in knowledge of their own city and practical citizenship. The study of the city is a part of the public school curriculum. A printed outline of this course has been published by the Board of Education, for which the Free Public Library has made a very full index, furnishing many additional references to allied material. Also leaflets issued, for free distribution, by the Board of Education and the Free Public Library, give simply expressed information on the history of Newark, its public buildings and institutions, city departments and industries, and on the personal duties and responsibilities of the children whose business it is, as citizens, to help make Newark a clean and beautiful, as well as a prosperous city.

Selection. Books on civics for children should be submitted to the following tests: If the book simply describes the machinery and powers of government, are the facts accurate, well selected and interesting from a child's point of view? If it has also a practical or ethical purpose, will it teach the duties of citizenship and arouse civic enthusiasm?

(C) *Biography*

Biography is concrete history. It shows the influence that individuals may exercise and gives the stimulus of good example.

(1) *Ethical value.* Historical characters who have influenced their times, while important and interesting, do not necessarily furnish examples for imitation. Historical biography and its uses are discussed under history. We here consider particularly the lives of men and women of noble ambitions and ideals whose success, not necessarily worldly, furnishes the child with incentive for materializing his own dreams. Example: Nicolay's Boy's life of Abraham Lincoln.

(2) *Biographies that appeal to children.* Children and young people seldom care for the biography of character and personality. They prefer that of action, achievement and picturesque interest. It is not necessary to distinguish between biography for girls and for boys. Given a wide range, the boys will choose heroes of physical strength and courage, like travelers, explorers, warriors, life-savers. Example: Hale's Boys' heroes. Girls turn to lives of romantic and picturesque interest, like queens and nurses in war time. Example: Richards' Florence Nightingale.

(3) *Selection.* With a little guidance the child will find entertainment and help for every day living in the lives of the world's workers, i. e., those who have served humanity's needs in literature, the fine arts, science and the industries. Example: Parton's Captains of industry.

The ideal juvenile biography (*a*) Assists the child to interpret the subject in relation to the time and place, i. e., makes it plain that varying ideals of character and conduct have prevailed in different ages and shows the influence exerted on the subject by his surroundings and circumstances.

(*b*) Teaches unconsciously. Too many "Thus you see" finger-posts are erected in biography written for children, instead of letting

the faint, half-unconscious moral tact of a story of brave-doing or right-living do its work unaided.

(*c*) Is objective, i. e., deals largely with external events, character development being indicated rather than enlarged upon. Much of adult biography is analytical of character and motive, much autobiography is introspective. A few of the latter, however, are as direct and objective as Treasure Island, or as unconscious and spontaneous as a folk-tale. Children should have these. Examples are Keller's Story of my life, Riis' Making of an American, B. T. Washington's Up from slavery. See multigraph 7, Tests for biography.

(D) *Travel*

(1) *Travel is less interesting to children than history or biography* Because (*a*) It does not deal so directly with persons.

(*b*) Teachers, story tellers and children's librarians have perhaps taken less pains to turn the child's interest toward it.

(*c*) Few juvenile travel books have any merit. Some are conceived on a good plan, but are poor in execution, i. e., while they deal largely with child life, or with action and adventure, and are fairly accurate in matters of fact and well illustrated, they lack familiarity and sympathy with alien life, and the power to interpret it, and have a wooden or over-didactic style. Note the uneven merit of the volumes of the many series which form the larger part of juvenile travel literature, such as Peeps at many lands, Little cousin series, Library of travel. Some of these are excellent, others have one or all of the faults above noted.

(2) *Value in child's development.* It is the most direct means of giving him a sense of conditions outside his own experience. For example, it is the best way of fixing geography in his mind and making it a live study, i. e., it adds atmosphere, local color, ideas about social life and customs, etc., to his barren conception of countries and localities.

Also it furnishes a setting for the characters and events of history and biography, thereby adding greatly to their interest. Many books of travel contain accounts of historical characters and events connected with localities described.

(3) *Travel may be made interesting to children* (*a*) Through books describing child life in other lands. These may be stories, or simply descriptions emphasizing the human interest, like Schwatka's Children of the cold. See also under Lesson 11, 3c.

(*b*) Through books of travel containing more adventure and action than description. Certain adult books of this description will interest children, such as Lummis' Tramp across the continent, Parkman's Oregon trail, Stanley's How I found Livingston.

(*c*) By appeal through the visual centres, i. e., by illustrating travel books with many pictures which are closely connected with and explain the text, or by showing separate mounted pictures. Concepts of characteristic scenes, natural features, etc., are much more clearly and easily formed from pictures than from description. For an illustration of the use to teachers of a library picture collection, see Picture Collection in this Library Economy series.

(4) *Selection.* A good travel book for children should meet the following tests: Has the author seen the country and adequately studied its manners and customs, or, if not, has he gained his information from reliable sources? Does he show sympathy with alien life and power to interpret it? Are the illustrations numerous and good? Do they describe the text? Are there maps? Is there an index?

Lesson 8

Useful Arts and Fine Arts

Note to Teacher on Her Preparation for This Lesson, 8

Read: Field, W. T. Finger posts to children's reading, chapter 4, Illustrating children's books.

* Eaton, A. T. Illustrations of children's books, in New York Libraries, v. 2, p. 128-130.

Field, E. M. The child and his book, chap. 14, Some illustrators of children's books. Brief historical review of illustrating for children.

* White, Gleeson. Children's books and their illustrators, in International studio, special winter number, 1897-98.

* Optional

Have on hand for reference during class period, books named in teacher's talk to class, also examples of Perry pictures, Cosmos prints and any other series of popular prints with which you are familiar.

Books notes on required reading for lesson 7 are due at end of lesson period.

Distribute multigraph 8, Tests for useful arts and fine arts.

Assign to individual students to examine and discuss in class at lesson 9:

Baker, R. S. Boys' second book of inventions

Lucas, E. V. Three hundred games and pastimes

Also assign the following groups for comparison:

(1) Conway, A. E. Children's book of art

Tennant, Lady Pamela. The children and the pictures

(2) Chapin, A. A. Wonder tales from Wagner

Bacon, Dolores. Operas every child should know

Direct each student to examine and fill out book note forms for group assigned to her, submitting both books to fine arts tests, and comparing them as to value of information and style of conveying it, suitability for children's, use, illustration, etc. For method of comparison, see introduction, To those who use this course.

Note to Teacher on Report on Home Work on Lesson 7

After each student has presented her book have class discuss it and try to bring out further points.

Note to Pupils About Home Work on This Lesson, 8

Read: Field, W. T. Finger posts to children's reading, chap. 4, Illustrating children's books,

or, Eaton, A. T. Illustrations of children's books, in New York libraries, v. 2, p. 128-130.

Also Field, E. M. The child and his book, chap. 14, Some illustrators of children's books.

Each student is to bring to class in writing at lesson 9 the author and title of one successfully illustrated children's book with a brief statement of reasons for her choice.

Examine two books, one in each group, useful arts and fine arts, filling out book note forms for each.

Teacher's Talk to Class on This Lesson, 8

In this lesson we discuss (1) Books which explain the practical applications of scientific principles and teach the child to do useful and amusing things, Useful arts, such as Baker's Boys' book of inventions, St. John's How two boys made their own electrical apparatus, Beard's Jack of all trades, Burrell's Saturday mornings, Baden-Powell's Scouting for boys, (2) Books written to turn the child's attention to music, pictures, etc., and explain about their meaning and history, Fine arts, such as, Steedman's Knights of art, Conway's Children's book of art, Hurll's Greek sculpture, Caffin's Child's guide to pictures, Dole's Score of famous composers, Whitcomb's Young people's story of music, Chapin's Wonder stories from Wagner.

(A) *Useful arts*

Books in this class are numerous and excellent because the American type of mind, inventive and practical even in youth, creates a demand for them. They may be described under two heads.

(1) *Applied science.* The normal boy approaches with a full head pressure of interest books giving elementary explanations of the principles of physics and chemistry and their application to current discoveries and inventions, to manufactures, and to simple problems and experiments. Examples: Baker's Boys' book of inventions, St. John's How two boys made their own electrical apparatus. Children of inventive or mechanical turn of mind soon outgrow such books, and should have access to popular technical and scientific journals and the less technical adult books.

(2) *Amusements and handicrafts.* Books written to develop the child's manual and play ingenuity, to teach him how to amuse himself and to get practical results from his interests. Examples: Beard's Jack of all trades, Burrell's Saturday mornings, Baden-Powell's Scouting for boys.

Selection. Descriptive books on applied science add to a child's general knowledge and broaden his interests. Necessary qualifications of an author of such books are (1) The power of clear and vivid description. (2) A good general knowledge of facts and principles involved. Examples of adult books of the above class, interesting to

older children, are Philip's Romance of modern chemistry and others of this Romance series.

How to make and do books should be submitted to the following tests: Does the author seem to have had practical experience in doing what he describes? Are the explanations so clear that a child could do the work described without other help? Does the book simply give directions for doing things, or does it in addition explain the scientific principles involved? Are there diagrams, plans and other illustrations and are these clear?

(B) *Fine arts*

Books in this class are neither very numerous, nor very valuable. For convenience in description, they have been divided into fine arts and music.

(1) *Fine arts* Includes (a) Supplementary art readers, such as E. M. Hurll's artist biographies, excellent for the older child's general reading, and several good series of graded art readers for younger children. For example, Cyr's Graded art readers and Grover's Art literature readers.

(b) Books for general reading: Life stories of great artists, sculptors, etc., with some account of their work, such as Walter's Stories of art and artists, and Steedman's Knights of art; books about great pictures, etc., giving their story, and anecdotes of artists, such as Conway's Children's book of art; and, for older children, stories of the general development of art, or that of some country, school or period, like Hurll's Greek sculpture. One or two books may be added on the study and enjoyment of art, working from specific examples, but evolving some general principles, though these are chiefly of value to teachers and parents in interpreting pictures to children. Example, Caffin's Child's guide to pictures.

(2) *Music* Includes biographies of musicians, such as Dole's Score of famous composers; stories from opera, such as Chapin's Wonder stories from Wagner, and, for older children, books about the history of music, including the development of musical instruments, the make-up of an orchestra and forms of musical composition. Example, Whitcomb's Young people's story of music.

Value in child's development. These books are useful only as adjuncts to music and pictures themselves. A knowledge of art and musical history, and of the generally accepted meaning and message of certain art forms, adds to the child's general culture and specific interest in certain works of art. It is not through the medium of other people's ideas, however, but through his own experiences that a child learns to perceive and get pleasure from the beautiful. If the child's attention is called to the elements of beauty in the things he sees, hears and uses every day, and if he is brought continually into contact with art objects, pictures and music, and led or compelled to give attention to them and form opinions on them, he may early become a person of taste, that is, one who has the power to select and enjoy those forms of music and the fine arts which persons of trained judgment and experience call beautiful.

It is not yet to any extent within the province of the teacher or librarian to furnish the child with good music or to make it possible for him to hear it. It is, however, their business as well as that of parents to see that he has knowledge of some of the world's famous pictures and that he sees ornament of good form and agreeable color.

The value of the picture in education Cannot be overestimated. The earliest means of conveying ideas was through rude pictures. The child intellect follows the history of the race. He can grasp pictured ideas long before he can comprehend the verbal expression of the same ideas. The invention of photography and the reproducing processes depending on it, like half-tone and photogravure, have brought art into the service of child training. (1) They have revolutionized book illustration. Artists of merit now devote themselves to the illustration of children's books and the works of great artists are also utilized for the purpose. (2) They have made possible inexpensive prints like the Perry pictures and Cosmos prints, reproducing great art works hitherto seen only in galleries or in engravings of more or less merit. (3) They have also made possible the beautiful color printing which, for young children at least, is the chief attraction of the illustrations in their books. The child gets pleasure from color, before line conveys any meaning to his mind. (4) Photography furnishes pictures of everything in nature and human life.

All these classes of pictures should be continually brought to the child's attention. His books should have attractive and artistic illustrations. Prints and photographs should be used to cultivate his taste and imagination, and to enliven, interpret and broaden the meaning of his school work and general reading.

Selection. Books on the fine arts for children should be submitted to the following tests: Is the subject matter suited to a child's comprehension, and the style interesting and free from technicalities? If the work is descriptive, does it show familiarity with originals, and does it so interpret the artist's thought as to attract the child to the object described? If it deals with criticism, or elucidates any general principles, has the author's training qualified him to do this? Are the illustrations well chosen and well reproduced?

Lesson 9

Science

Note to the Teacher on Her Preparation for This Lesson, 9

Have on hand for reference during class period the books named in the teacher's talk on this lesson.

Assign each of the following groups to individual students to be reported on at next lesson:

(1) Parsons, F. T. D. How to know the wild flowers
Stack, F. W. Wild flowers every child should know

(2) Bamford, M. E. Up and down the brooks
Pierson, C. D. Among the pond people

(3) Miller, O. T. First book of birds
Marks, Jeanette & Moody, Julia. Holiday with the birds

Direct each student to examine and fill out book note forms for group assigned to her, submitting both books to science tests and comparing them as to value of information and style of conveying it, suitability for children's use, illustration, etc.

Book notes for required reading on lesson 8 are due at end of lesson period.

Distribute at end of period multigraph 20, annotated list, Animal stories, and multigraph 9, Tests for science.

In the week intervening between lesson 9 and lesson 10, exhibit the books named in multigraph 20.

Note to Teacher on Report on Home Work on Lesson 8

After talk by teacher have reports on individual books, giving special attention to comparisons. These should be brief and concise; but should bring out clearly the qualities which make one book of a group more desirable than another and better suited for children's use.

Discuss briefly with the class the illustration of children's books. Have them name two or three artists of note who have worked for children, and try to bring out a few general qualities which mark the the work of a successful illustrator for children. For example: bright color; considerable action and some detail, subordinated to the telling of a simple story; a knowledge of what is interesting and suited to children, like the playful imagination in Leslie Brook's illustrations of The Three Bears. Have Anatole France's Filles et garcons, illustrated by Boutet de Monvel, in class as an example of good pictures which children like.

Have as many students as possible give title of a successfully illustrated children's book, and give very briefly reasons for their choice.

Note to Students about Home Work on Lesson 9

Read one descriptive nature book or animal story, not fiction; examine one nature study handbook or one book of general or sexual physiology and hygiene. Fill out book note forms for the two books read or examined.

Select from the nature books you know (1) One book of descriptive nature study "written down" for children. (2) An animal story, not avowedly fiction, having too much of the dramatic or of the human element.

Hand in title and reasons in writing at lesson 10, and be prepared to discuss your choice in class.

Teachers Talk to Class on This Lesson, 9

Children's reading includes few of those books of pure science which treat only of the general principles underlying physical

phenomena, because the mind of the child deals most easily with the specific. The power to generalize from facts or apply principles comes in a later stage of his intellectual growth. Most children's books classed as science come under the head of nature books, such as Parsons' How to know the wild flowers, Miller's First book of birds, Ball's Starland, Higgins' Little gardens for boys and girls, Thompson-Seton's Wild animals I have known, Roberts' Kindred of the wild, Brown's Rab and his friends, Sewall's Black Beauty, London's Call of the wild, Kipling's Jungle book; another class deals with prehistoric times and primitive man, such as Herrick's The earth in past ages, Clodd's Childhood of the world, and stories such as McIntyre's Cave boy of the age of stone, London's Before Adam, Waterloo's Story of Ab, Ewald's Two legs; a third class covers physiology and hygiene; general, such as the Gulick hygiene series; and sexual, such as Morley's Song of life, Hall's From youth into manhood, Wilson's American boy and the social evil, and Latimer's Girl and woman.

(A) *Nature books*

This group includes many undesirable books. At one extreme are written-down accounts, designed to interest the child in the out-of-door world around him; at the other, the exciting stories of the vicissitudes of animal life in the wild, or their sufferings in captivity. Both sentimentalize nature. The first type fails to interest the child, or, if he is observing, appeals to his sense of humor; the latter entertains him, but often appeals unnecessarily to his sympathies.

Value. Just as the best books for general literature put the child in touch with all phases of human life, so the best of these nature books enlarge his sympathies to include all forms of animal life. They teach habits of observation and lead to normal, out-of-door interests and activities which react favorably on character and physical condition. The class may be subdivided as follows:

(1) *Handbooks* For reference or field use in the identification of stars, birds, insects, flowers, etc., such as Parsons' How to know the wild flowers.

(2) *Descriptive books* Aiming to present the facts of natural history accurately; but adopting the narrative or essay form. The best

of these and those most successful in arousing children's interest, express something of the author's personality in relation to what he writes about, and unite good literary form with a legitimate amount of creative imagination. Miller's First book of birds and Ball's Starland are excellent examples of this class for children. Young people should be introduced to some nature books and essays for adults which are both accurate in matter and delightful in style. Such are the works of John Burroughs, W. H. Gibson, John Muir and D. L. Sharp.

(3) *"How-to" books.* A few are conveniently classed here, such as how to make gardens, how to care for pet animals. Example: Higgins' Little garden for boys and girls. These books combine description with directions for work. School garden books, such as Weed and Emerson's, are largely for teacher's use with children.

(4) *Animal stories.* This term is very inclusive and embraces a good many tales which are avowedly fiction, with a still greater number which are told as true. Nearly all convey accurate information as to animal traits and intelligence, and give a good idea of their natural environment. In most, however, the author has used the story writer's license in inventing incidents and arranging them for dramatic effect, while some are adversely criticized because in them animal conduct is governed by motives more or less human. In fact, these books are given a dramatic value and distinguished from descriptive nature books by the fact that they follow the life and adventures of a particular animal hero, the author's knowledge of animal habits and invention supplying the gaps where actual observation has been impossible. Briefly then, the term animal stories is usually used for books in which the information is the machinery of an interesting plot, rather than the prime purpose of the book. The best of these books may be more effective in leading a child to love animals and take an interest in the world about him, than those which record facts just as they occurred and have no story interest. See also Lesson 11, The story book.

This group includes stories of wild animals at large, such as Thompson-Seton's Wild animals I have known and Roberts' Kindred of the wild; wild animals in contact with human beings, such as London's Call of the wild; wild animals in captivity, such as Roberts'

Kings in exile; stories of domestic animals, such as Rab and his friends; stories teaching proper care and treatment of domestic animals, like Sewall's Black Beauty; and purely imaginative animal stories where animal characters impersonate human beings. These last are often intended as amusing or satirical interpretations of human life, and convey direct or indirect moral lessons, such as obedience, the law of the jungle, in Kipling's Jungle books. See also Lesson 4 under Fables and fairy tales.

Selection. All nature books, with the possible exception of imaginative animal stories, should be submitted to the following test questions: Is the material wisely selected; Is it the accurate record of the author's observations, or has he depended on the research of scientists, as in astronomy and geology.

Additional tests for the separate groups are as follows:

(1) *Hand books:* Are the descriptions clear? Is the information accessible, i. e., arranged under simple and obvious classifications and well indexed? Are the illustrations sufficiently numerous, true to life and well reproduced?

(2) *Descriptive nature books and animal stories:* Is the style clear and entertaining, but suitably dignified, free from sentimentality and condescension to the child mind? Is the human element in motive and conduct introduced to such a degree as to sacrifice accuracy to the story interest? Are the illustrations good and attractive? Do they explain and add interest to the text?

(3) "*How-to*" *books:* Are the descriptions accurate and the directions clear? Are there sufficient illustrations and, if necessary, tables and diagrams?

(B) *Prehistoric times and primitive man*

Another class of science books for children tells the story (1) Of prehistoric times (2) Of primitive man. The first type gives a logical idea of the gradual development of the earth until it became a home for man, for example, Herrick's The earth in past ages; the second tells how man struggled with the forces of nature and adapted them to his needs, his subjugation of the animals and his gradual acquisition of

the arts of civilization. Examples are, Clodd's Childhood of the world and interesting stories based on this theme, such as Ewald's Two legs, MacIntyre's Cave boy of the age of stone, London's Before Adam and Waterloo's Story of Ab.

Selection. In selecting books of the above type for children, the following tests should be used: Is the book based on the results of the latest scientific research? Has the author made clear the relations of cause and effect in the gradual development of the earth and man? At the same time is the material selected with regard to children's interests, entertainingly adapted and free from scientific technicalities?

(C) *Physiology and hygiene*

(*a*) *General.* Children should not be made over-conscious of their bodies, yet constant emphasis should be laid on the adoption of habits and a rule of life that will help them to become strong men and women and efficient citizens. There is little general literature to supplement formal instruction on this subject. Children's magazines give it some attention and boys' books on scouting and general athletics give valuable instructions and illustrations. The best material is found in some of the modern books on physiology and hygiene, written for school use, but so attractive in matter, style and illustration as to be useful for general reading. The Gulick hygiene series is the best example of this class. This includes unusually interesting matter on anatomy, physiology and the use of alcohol and drugs, but the emphasis is laid on the new hygiene, that is, modern methods and movements bearing on personal and public health.

The series includes:

Jewett, F. G. Good health. Good personal habits and the care of the body.

Gulick, C. V. Emergencies. What to do in case of accidents and how to avoid them.

Jewett, F. G. Town and city. Public hygiene, see Lesson 7, B, Civics.

Jewett, F. G. Body at work. The bodily functions and how to keep them in efficient action.

Jewett, F. G. Control of body and mind. How habits are formed

and broken. Practical results of good habits on freedom of life and control of conduct.

Selection. Books on general physiology and hygiene should conform to the following tests: Is the work based on sound theory and the results of the latest scientific investigation? Is it free from sentimentality and exaggeration? Are the statements supported by interesting specific example and pictorial illustration? Are there practical figures and diagrams where necessary?

(*b*) *Sexual.* Children are taught about all the physiological functions except that of reproduction. At a certain age they naturally inquire about the origin of life and are forced to satisfy this legitimate curiosity with distorted and morbid versions of facts obtained from other children or evil-minded adults. More of this low gossip reaches young children than parents and teachers realize.

Elementary botany or zoology, if properly taught, will furnish the basal ideas; but at the age when sex life begins, a frank application of these ideas to the sexual life of man is necessary.

Since public sentiment in America is not educated to the point of allowing school instruction on this subject, and the average parent dislikes to handle it, the most accurate and impersonal way of conveying the information is by giving the child a good, safe book. This should be written by one who understands child and adolescent boy and girl nature and the appeal should be like that of any statement of scientific fact, to the child's intellect and common sense, rather than to his emotions. Morley's Song of life, which explains principles of reproduction in plant and animal life, is a good book for younger children; Hall's From youth into manhood and Wilson's American boy and the social evil are two of the best books for adolescent boys; Latimer's Girl and woman is a good book for parents and adolescent girls, and treats of general physiology and hygiene as well as sex matters.

Selection. All books of this class put into the hands of children and young people should be carefully read by parents and teachers. The following tests will assist in judging them: Is the book based on scientific principles and the latest results of medical research? Is the language simple and direct? Is the style free from sentiment, morbid suggestion and appeal to the emotions?

Every parent and teacher should have scientific knowledge which will enable him to give sex instruction, especially in a form to safeguard young people against the social evil. Latimer's Girl and woman, Wilson's American boy and the social evil, Zenner's Education in sexual physiology and hygiene and Morley's Renewal of life, or, How and when to tell the story to the young, will all be useful.

Nearly all the state medical associations have committees on social prophylaxis which publish their papers. In many of the large cities, societies of social and moral hygiene have been formed which reprint these medical society papers for free distribution and publish a good deal of their own educational literature as well.

Some addresses of those societies furnishing literature on application are as follows:

Chicago Society of Social Hygiene, 100 State St., Chicago.

American Society for Social and Moral Prophylaxis, 9 East 42nd. St., New York City. Two of their pamphlets useful to high school teachers are: No. 2, Instructions in the physiology and hygiene of sex; No. 4, The boy problem.

Pennsylvania Society for the Prevention of Social Disease. Dr. R. N. Wilson, President. 1708 Locust St., Philadelphia.

Spokane Society of Social and Moral Hygiene. Spokane, Wash. Circulars 2, 3, 4 and 6 may be put into the hands of children or made a basis of talks by parents or teachers.

Lesson 10

Humor

Note to Teacher on Her Preparation for This Lesson, 10

Read: Crothers, Samuel, The mission of humor, in his Gentle reader, 1904, pp. 64-100

Repplier, Agnes, Wit and humor, in her Essays in idleness, 1898, pp. 168-191

Thackeray, W. M., Charity and humor, in his English humorists etc., 1903, pp. 267-286

Wit and humor, in Atlantic Monthly, v.100, pp.427-428

Familiarize yourself thoroughly with the seven books listed under E and with Peck's bad boy. Be able to comment briefly upon each. Select readings illustrative of points you wish to make from Lear and Burgess, possibly from others.

Note to Teacher on Report on Home Work on Lesson 9

Have class discussion after each report on assigned groups of books, trying to bring out, in group 1, which book has the simpler arrangement and is more suitable for a child's handbook, and in groups 2 and 3, which book contains the more accurate and valuable information, conveyed in a dignified yet interesting style.

Have as many students as possible name a descriptive nature book written down for children and an animal story, not avowedly fiction, which is over dramatic or introduces too much of the human element in motive and conduct.

Note to Pupils about Home Work on This Lesson, 10

Read: Wit and humor, *in* Atlantic Monthly, v. 100, pp. 427-428
One selection from Peterkin papers
Six selections from Lear and three from Burgess other than those read in class
Tom Sawyer or Huckleberry Finn

Examine Peck's bad boy

Write a brief criticism of Tom Sawyer or Huckleberry Finn and give your reasons for admitting it to or excluding it from the children's room. Hand this to the instructor at the next lesson period.

Teacher's Talk to Class on This Lesson, 10

You cannot force people to laugh; you cannot give a reason why they should laugh; they must laugh of themselves, or not at all.

(A) *Definition*

In an attempt to define humor, Thackeray says: "I have said myself somewhere, I do not know with what correctness (for definitions never are complete), that humor is wit and love; I am sure, at any rate, that the best humor is that which contains most humanity, that which is flavoured throughout with tenderness and kindness."

This is as good a definition as we are likely to get of what is almost undefinable.

Humor may perhaps be distinguished from wit, though the line is hard to draw, by the salt of human kindness in the former. It is easily to be distinguished from the buffoonery which often masquerades as humor.

(B) *Value*

Robert Louis Stevenson, when he speaks of "such radical qualities as honor and humor and pathos", ranks humor none too highly. Laughter is hygienic.

Humor is a great aid to wholesome living. It gives us a sense of proportion, helps us to bear annoyances, to scorn falsehood and pretension, to hate hypocrisy, to sympathize with people, besides ministering to our harmless laughter and amusement. There is no greater help to a sanely religious life than a keen sense of the ridiculous.

(C) *Development*

Different things have seemed humorous in different historical periods. Similar differences may be seen now in people of different ages or different stages of culture. Nearly all primitive humor is founded on the simple idea of disaster or misfortune.

It is perhaps dangerous to generalize, but apparently that which makes others suffer does not amuse so many of us as it once did.

The growth of sympathy in later years has changed the point of view. Humor seems to have become less coarse and more kindly.

(D) *Tests for humor*

Is it within the range of the child's comprehension? Is it free from vulgarity and coarseness? Is it kindly in tone?

(E) *The comic supplement to the Sunday newspaper*

(1) *Its importance* This is art (?) rather than literature, but cannot be passed over in considering the importance of clean fun, both written and pictorial, in the child's development. Its possibilities in child-culture are almost as great and as unrealized as those of the moving-picture show.

(2) *Its present characteristics* It has been called more tragic than comic and more barbaric than either, and it has been characterized as including the unfunniest pictures ever conceived by the mind of man, the vulgarity and insanity of the drawing and coloring of which it is impossible to describe.

Many regard it as a cheap and stupid travesty of real fun, the chief motifs of which are physical pain and deceit. It makes fun of old age, of physical infirmities, of other races and religions, undermines respect for law and authority, and kills the appetite for better literature.

Percival Chubb, speaking of child-life today, exclaims: "I found no diminution of that distressing vulgarity which seems to be growing upon us in our great cities. Vulgarity — a flaunting commonness of mind — appears to be a product of the great city. It is quite a different thing from coarseness, a rustic crudeness. That is tolerable, sometimes picturesque. I attribute the inroads of this vulgarity to the decline of reverence, the lack of any awed converse with great things, and insensitiveness to what is fine, distinguished, holy. It is what I have to cope with in the young city people, in high school, college, in attempting to quicken their deeper admiration for real literature; commonness of mind, a cheap flippancy, a lack of refined humility; of reverence, in short."

The comic supplement is distinguished for its lack of reverence and insensitiveness to what is fine.

(3) *Its improvement* Sweeping condemnations, like those quoted above, are not the last word on the subject. Here is a new factor in life, especially affecting children in just those years when those who are interested in a series of lessons like these are trying to help them. To condemn this new influence wholesale does not lead to an understanding of it or to any method of lessening the havoc it can do, or to any method of turning it to useful ends.

The cheap Sunday paper is a new thing. It is planned to appeal to as many persons as possible. It finds its largest number of purchasers and readers in people who have had little education, who read with difficulty and who find pictures more easily understood than print. Therefore the Sunday supplement abounds in pictures. Many of these pictures are reproductions of photographs, instructive in themselves and illustrating interesting articles on men, places and events of at least a

passing importance. Many of them are imaginative drawings, accompanying stories, industries, discoveries, inventions and a score of other topics. These original drawings are often the work of men of great talent, and are not only admirable presentations of the scene of incident depicted, but also excellent as pictures, as drawings, as works of art. To these photographs and drawings color is sometimes added, often crudely and ineffectively, but not infrequently with taste and skill, in spite of the mechanical difficulties in the way. Many of them are of great interest as suggesting how high speed color printing is approaching the point where it can offer to the wayfaring man every Sunday for a nickel, reproductions rivalling in quality of drawing and refinement of color those reproductions which today are sought for at high prices.

To these pictorial features the newspapers have found it wise to add colored funny pictures for the children. It is against these that the criticisms quoted above are directed.

Some few of these pictures are bright, clever and clean, while many are excellent caricature work, done by draftsmen of talent, training and skill. The thing for the reformer to do is obvious; he should not damn the comic supplement and all who enjoy it. He should understand why it exists, examine the conditions which produce it, and if he will, lend a hand at improving the conditions.

The formation of the League for the Improvement of the Children's Comic Supplement, 477 West 144th St., New York, is a move in the right direction.

Three good articles on this subject are:

Swift, Lindsay. Atrocities of color supplements, in Printing art, v. 6, p. 343-345.

Bergengren, Ralph. Humor of the color supplement, in Atlantic monthly, v. 98: p. 269-273.

Sounding the doom of the comics, in Current literature, v. 45, p. 630-634.

(4) The necessity it lays upon the teacher of feeding the child's sense of fun with humorous literature of a higher grade.

Children must have fun. The average child begins life as a little savage. Primitive humor which, as has been said, is usually founded

on the idea of disaster or misfortune, appeals to him. He takes what is supplied, for he does not know how to get anything better. This is no proof that he cannot understand, or that he will not take and enjoy when offered, the better thing. His sense of humor, instead of being stunted for life, can be developed and educated. He should progress from appreciation of the humor of the savage to appreciation of what seems humorous to civilized, educated people. Only too often delicacy of taste, power of enjoyment of any literature that demands from its readers keenness of thought and sensitiveness of feeling, is outraged and killed by the mental food offered to children.

(F) *A few humorous books that children like*

The teacher should discuss briefly with the class, perhaps reading short selections, the following books:

(1) Lear, Edward. Nonsense books
Nonsense pure and simple. Why liked? Why good for children?

(2) Burgess, Gelett. Goops and how not to be them
Humor with an ethical purpose.
Influence of this book on the child.

(3) Dodgson, C. H. Alice's adventures in Wonderland
A nonsense fairy tale.

(4) Thackeray, W. M. The rose and the ring

(5) Hale, L. P. Peterkin papers

(6) Stockton, F. L. Rudder grange
A humorous story for older children.

Lesson 11

The Story Book

Note to Teacher on Her Preparation for This Lesson, 11

Read: Welsh, Charles. Right reading for children, p. 9-10
McClintock, P. L. Literature in the elementary school, p. 152-155, also chapter 10, Nature and animal stories.

Have on hand for reference during class period the books named n teacher's talk.

Notes on required reading for lesson 10 are due at close of period.

Distribute multigraph 11, Tests for fiction.

Assign to individual students the following groups of books to be ompared and reported on at the next lesson:

(1) Read Stevenson, R. L. Treasure Island
Examine Bonehill, Capt. Ralph. With Crook in the Black Hills

(2) Read Shaw, Flora. Castle Blair
Examine Nesbit, E. The Would-be-goods

(3) Read Hughes, Thomas. Tom Brown at Rugby
Examine Barbour, R. H. Tom, Dick and Harriet

(4) Read Vaile, C. M. The Orcutt girls
Examine Webster, Jean. Just Patty

Note to Teacher on Report on Home Work on Lesson 10

Prepare to discuss with the students Peck's bad boy, Huckleberry Finn and Tom Sawyer. Draw out the opinion of the class on Peck's bad boy. Then call upon several students to read their criticisms of Tom Sawyer. Get the class to discuss these criticisms. Do the same or Huckleberry Finn. At the end of the period, call in the written criticisms, which should be returned, with brief written comments, at he next lesson period.

Note to Students on Home Work on This Lesson, 11

Read the preface in Hamilton Mabie's Stories every child should know.

Beside Robinson Crusoe or Gulliver's travels, assigned for required reading on Lesson 3, read at least one of each group of good stories nentioned in this lesson. Fill out book note forms for each story read.

Teacher's Talk to Class on This Lesson, 11

(A) *The story pure and simple defined*

This lesson takes up the fiction of reality, i. e., stories dealing with possibilities, as distinguished from the fiction of fancy, such as fairy tales,

fables, myths and legends, considered in lesson 4; the fiction in which the story interest predominates, as distinguished from the sugar-coated science, history and travel mentioned in lesson 2. Examples are, such stories as Alcott's Little women, Haines' Luck of the Dudley Grahams, Shaw's Castle Blair, Vaile's The Orcutt girls, Hughes' Tom Brown at Rugby, King's Cadet days, Pier's Harding of St. Timothy's, Reid's Cliff climbers, Stevenson's Treasure Island.

These stories may deal with historical characters, animal life, or child life in foreign lands; but these elements are introduced as the machinery of an interesting story rather than to impart information.

(B) *Better not to subdivide into stories for boys and stories for girls*

The age and sex of a child influences his story preferences somewhat, though only a few generalizations can safely be made on the subject. There is no age when a child is indifferent to stories. Probably his earliest preferences are for purely fanciful tales, but he soon grows to like those picturing natural child life and character and possible events. Boys and girls under 12 usually enjoy the same stories; but at early adolescence their tastes begin to diverge.

The boy's grow naturally out of his earlier interests, the girl's take a sharp turn. Up to his 16th or 17th year the boy's story-likings include anything under the head of adventure, i. e., pirate, Indian, ranch life, detective and athletic stories. He is impatient of problems, love and preaching in his fiction.

The interests of the girl of 12 to 16 embrace all the last named elements and are in general less wholesomely impersonal than the boy's. Her favorite stories are more or less in terms of her own experience and picture the home and boarding school life she would like to lead.

Few boys will confess to liking or reading a girl's story of the marked type, though many girls are interested in stories of boy-life. This interest should be encouraged. Though boy stories are often machine made, considered as a whole, they present a fairly sound, vigorous and healthy picture of life; while the majority of stories for girls of this age are weak, flimsy trash. Lacking a taste for the impersonal adventure of boys' books, girls might better read stirring adult romance like some

of Stanley Weyman's or Conan Doyle's, or good, clean love stories like John Fox's Trail of the lonesome pine, than most of the stuff written for them.

Most boys and girls have an an equal interest in certain types of stories. Those who have not should be taught to know and prefer them. These include (1) Those few great stories whose style is adapted to children and whose human interest is broad enough to appeal to everyone, irrespective of age or sex, such as Robinson Crusoe. See Lesson 3, Classics for children. (2) Other stories, not necessarily great literature, which will broaden the field of their interests and sympathies, such as history, travel and animal stories.

The teacher who wishes to get a knowledge of children's stories can profitably spend more of her time on these stories of general interest, than on most of those for either sex. Children have such a strong natural interest in stories, that, once well started on a good line of reading like the above, they will follow it up eagerly, even if it requires a little mental effort, or is not exactly along the line of their instinctive preferences.

(C) *Selection*

Very few books written for children are actually vicious, some have harmful or undesirable characteristics, many more simply have few qualities to recommend them.

In books, as in real life, the child can not always be in stimulating or elevating company; but he can be kept from the common and the vulgar and, with a little effort, can be prevented from forming a taste for the mediocre.

The child usually has access to very few story books which will actually pervert him, but often to equally few which will help his character growth or form his literary taste. An unlimited supply of stories which are easy reading, but have few other positive good qualities, makes for a slipshod habit of mind and no ideals worth the name. Examples of the last class are books in interminable series, seemingly manufactured by the piece and cut off by the yard, such as The little colonel series, The Witch Winnie books and the Henty books.

Some qualities to be avoided in children's stories Are introspection, sentimentality, sex problems, domestic disagreements, guilty or foolish intrigue; pert, over-efficient, superior, or self-martyrizing children; an abused, misunderstood and necessarily beautiful heroine; a bumptious or bullying hero; snobbishness, emphasis on clothes and money; the essentially up-to-date, material success dependent on luck or doubtful ingenuity rather than thrift or hard work with head or hands, i. e., the get-rich-quick, something for nothing idea. Slang, vulgarity and slip-shod English should be avoided at one extreme and stilted language at the other.

Examples of stories with harmful qualities:

Sparhawk, F. C. Dorothy Brook's vacation. Snobbish, sensational, full of jealousy and misunderstandings.

Wells, Carolyn. Patty in Paris. Shallow, carelessly written story. No attempt at creating an atmosphere of French life, emphasis on clothes, money and the beauty of the heroine.

Stirling, Yates, jr., A United States midshipman in Japan. Melodramatic, improbable plot, boy-heroes settle the affairs of nations; stilted style.

McIntyre, J. T. Young continentals at Trenton. Very poor historical story, hero rather sneaking and unreliable.

Examples of border-line stories:

Barbour, R. H. Tom, Dick and Harriet. A type of popular school story devoted to athletics. Slangy, mediocre in construction and style, but wholesome in tendency.

Henty, G. A. With Lee in Virginia. A type of the so-called historical story. No atmosphere, inaccurate and mechanical in style. Serves a certain purpose in attaching important names and dates to their proper historical period and as a substitute for worthless books.

Ray, Anna Chapin. Nathalie's chum. Characteristic girl's story. Breezy and interesting, but over-smart, and tinged with snobbishness and money-worship.

Jameson, C. V. D. Lady Jane. Prettily written story of Little Lord Fauntleroy type. Picturesque setting, flimsy, rather sensational plot and an impossibly sweet and unconscious little heroine.

Tests A good child's story should conform to the following tests:

(1) Is it interesting?

That is, is it on the plane of a child's natural and healthful interest, and experiences?

Stories which force a child's knowledge of life are as bad for him as those which fail to broaden his interests and sympathies.

(2) Is it true to life?

May be interpreted in two ways (*a*) Are the characterizations life-like, the incidents probable, the conversations bright and natural; or, (*b*) Does it present a wholesome, well-proportioned view of life, neither morbid nor abnormal in any way?

(3) Is it ethically sound?

Without teaching or preaching, does it present just standards and high ideals? Does the interest of the story tend away from the bad and toward the good? Will it broaden the child, give him a better understanding of life, help him with his own problems; or will it unfit him for practical realities and make him discontented with existing conditions? The story may be non-moral, that is, no ethical question may be involved, as in animal stories and some stories of adventure.

(4) Is it well written?

Stories most attractive to children have short paragraphs, a good deal of conversation, action, and incident and considerable elaboration of detail. These qualities are not inconsistent with an agreeable literary style, though in trying to adapt their manner of writing to children many authors are slangy, or silly, or stilted, rather than simple in thought and expression.

Good, well written children's stories. Many modern children's stories are wholesome, natural and interesting, and some of the best of them will not only entertain the child, but will strengthen his grasp on the realities of life and broaden his mental horizon. For convenience they may be described in three groups.

(1) Interesting pictures of home and school life concerned with the more wholesome interests and activities of childhood and youth. Characters simplehearted, jolly, persevering under difficulties, ambitious along right lines, boy and girl friendships based on mutual interests;

sometimes a love affair in sight. Examples: Alcott's Little women, Haines' Luck of the Dudley Grahams, Shaw's Castle Blair, Vaile's The Orcutt girls.

(2) Stories of stirring adventure and school stories concerned mainly with athletics. Qualities: Amusing as distinguished from malicious mischief, humor, resource, courage, strength properly used, loyalty, obedience, discipline. Examples: Hughes' Tom Brown at Rugby, King's Cadet days, Pier's Harding of St. Timothy's, Reid's Cliff climbers, Kipling's Captains courageous, Stevenson's Treasure Island.

(3) Stories tending to enlarge a child's interests and sympathies by giving him a knowledge of conditions outside his experience, such as historical stories, see multigraph 19, annotated list, Historical fiction; animal stories, see multigraph 20, annotated list, Animal stories and stories of child life in other lands. Examples: de Amicis' Cuore, Dodge's Hans Brinker, Martineau's Feats on the fiord, Spyri's Heidi.

(D) *Classes of story readers*

Children's tastes and preferences and the amount they read are not so much regulated by the conditions of their lives as some would have us believe. Children who have lived in an atmosphere of good books and have heard them read aloud, usually like good reading. Frequently, however, children from prosperous and apparently refined homes care little for books or are the most persistent readers of the mediocre; whereas those from the poorest homes, especially foreigners, are often the most ardent readers and the most easily influenced toward the best. To them books have the charm of novelty, and story life is a relief from existing conditions. The fact is, the insatiable curiosity of the true reader and his capacity for losing himself in other people's imaginings is the heritage of no particular class.

(E) *Good generalizations for teachers*

Know the best stories and good stories. Don't provide for your children as a class; know their tastes and needs as individuals. Give them as wide as possible a selection of stories to choose from. See that the child reads good stories. See that he reads something besides stories; but remember that good stories or even mediocre stories are better than no reading at all.

Lesson 12
Lists of Children's Books

Note to the Teacher on her Preparation for This Lesson, 12

Familiarize yourself with the books on multigraph 21, Some good lists of children's books. Be prepared to give a little more information about them than that given in the notes and to give some instruction in their use.

Multigraph 21, Some good lists of children's books, should be distributed at the beginning of the teacher's talk on lesson 12.

Multigraph 22, Questions on lists of children's books, should be distributed at its close.

Note to Teacher on Report on Home Work on Lesson 11.

In class discussion of groups of books after individual students have given their reports, try to bring out the following points: Group 1, The difference in style, management of plot, etc., between a first class story of adventure like Treasure Island, and one that, like the second example, is machine made. Group 2, The difference between a story of child life which is thoroughly in the child mood and from a child's point of view, and one which, though intended for children, enjoys child life from the sophisticated, grown-up point of view. Group 3, Difference in ideals, atmosphere and style between a classic school story like Tom Brown, and the mediocre but harmless Tom, Dick and Harriet by Barbour. Group 4, The difference between the wholesome but rather too earnest girl characters in the Orcutt girls and the flippant, over-smart Patty in Jean Webster's story.

Note to Students on Home Work on Lesson 12

Read the prefaces to the Hewins, Moore and Kennedy lists. Examine as carefully as possible the bibliographies exhibited.

Write answers to questions on Multigraph 22, Questions on lists of children's books. Hand these in at the next lesson period. Use a sheet of paper or more, for each answer, numbering the answers to correspond with the questions.

Teacher's Talk to Class on This Lesson, 12

This talk should be a discussion of the bibliographies listed in multigraph 21, giving fuller information than is given in the notes there appended, and giving instruction in the use of these lists.

Review

Note to Teacher on This Lesson

The teacher may develop this review in any form which she considers will suit the needs of her class or will best round out the course. It is suggested, however, that the hour be given up to written work. The following are offered as samples of questions which, in conjunction with their practice work, will show whether the students have assimilated what has been covered in the lessons and in their reading on the course, and are able to reproduce and make practical use of it.

Answers to questions on lists of children's books, see multigraphs 21 and 22, home work on lesson 12, are due at the close of the hour.

Questions: (1) What is the value of the reading habit? What are the chief sources of supply for children's reading? What may the teacher do to help to give the child familiarity with and love of good books?

(2) Mention two writers for children of the didactic or moral school. Characterize briefly a story of this class which you have read, pointing out the weakness in its moral teaching and any of its qualities which would interest a child.

(3) What is a dime novel? What should be the teacher's attitude toward books of this class?

(4) Give three reasons why a child should know certain of the literary classics. Mention two original classics suited to children, one translation, two retold classics.

(5) Define the term folk-lore. Describe briefly a class-room method of interesting children in (1) Myths (2) Hero sagas or legends. What use would you make of fables and fairy tales with young children?

(6) Mention two qualities in poems usually liked by young children; children of 6 to 10; adolescents. Give two examples of poems illus-trating the likings of each group.

(7) Describe briefly the steps by which a child may be led to take an interest in history. Mention four books which could be used for this purpose. Mention two books each of adult biography and travel which a child should know.

(8) Describe one way in which you would use mounted pictures in your work with children. Mention three points to be noted in judging illustrations of children's books.

(9) What are the necessary requirements in a good book on sex physiology and hygiene to be put in the hands of children?

(10) Do you consider Lewis Carroll's Alice in Wonderland better suited to children or to adults? State reasons for your answer.

(11) Mention three qualities which should distinguish a good story book for children, three qualities to be avoided.

Multigraph 2

Some of the Best Books for Young People

Under each group heading below is given a list of books from which required reading for the corresponding lesson is to be chosen and on which class reports are to be made. For special directions on reading, see under each lesson in Note to teacher on her preparation and Note to pupils on home work.

In all cases where publisher and price and like items of information are omitted, they are given elsewhere in a special list on the same subject, see multigraphs 12 to 22 at end of pamphlet.

Books starred are included, not for their merits, but because they have been used in the lessons for comparison with better books of the same class.

Classics

Bible for young people, arranged by Gelder

Church. Story of the Odyssey

Darton. Tales of the Canterbury pilgrims

Dawson. Stories from the Faerie Queen

Defoe. Robinson Crusoe

Homer. The Odyssey, translated by Palmer

Lamb. Tales from Shakespeare

Lanier. Boy's King Arthur

Pyle. Story of King Arthur

Shakespeare. Works, edited by Rolfe, American Book Co. 1903—1905, each 56c: As you like it, Julius Caesar, Merchant of Venice, Midsummer Night's dream, The Tempest

Swift, Jonathan. Gulliver's travels

Fairy tales, myths and legends

Grimm. Household stories

Hawthorne. Tanglewood tales

Hawthorne. Wonder book

Mabie. Norse stories retold from the Eddas

Perrault. Tales of Mother Goose, translated by Welsh

Pyle. Merry adventures of Robin Hood

Poetry collections

Allingham. The ballad book

Burt. Poems that every child should know

Chisholm. The golden staircase

Henley. Lyra heroica

Ingpen. One thousand poems for children

Lang. Blue poetry book

Palgrave. Children's treasury of English song

Patmore. Children's garland from the best poetry

Repplier. Book of famous verse

Stevenson. Days and deeds

Thacher. The listening child

Wiggin. Golden numbers

Poetry about children

Peabody. Book of the little past

Stevenson. A child's garden of verses

History

Baldwin Fifty famous stories retold

Brooks. Historic girls

Elson. Child's guide to history

Fiske. The American Revolution

Griffith. Brave little Holland

Lodge and Roosevelt. Hero tales from American history

Parkman. Montcalm and Wolfe

Schupp. William of Orange

Seawell. Decatur and Somers

Tappan. In the days of Alfred the Great

Civics

Dole, C. F. The young citizen. Heath, 1899. 45c

Dunn, A. W. The community and the citizen. Heath, 1907. 80c

Hoxie, C. D. How the people rule. Silver, 1903. 40c

Jewett, F. G. Town and city. Ginn, 1907. 50c

Marriott, Crittenden. Uncle Sam's business. Harper, 1908. $1.25

Willard, C. D. City government for young people. Macmillan, 1906. 50c

The ship of state, Ginn, 1903. 75c

Biography

Hale. Boys' heroes

Keller. Story of my life

Lang. Joan of Arc

Lang. Red book of heroes

Mitchell. About old story tellers

Moses. Louisa May Alcott

Nicolay. Boys' life of Abraham Lincoln

Richards. Florence Nightingale

Riis. The making of an American

Washington. Up from slavery

Travel

Ayrton, M. C. Child life in Japan, and Japanese child stories, Heath, 1901. 20c

Du Chaillu, P. B. Land of the long night. Scribner, 1901, c1899, $2

Finnemore, John. India. Macmillan, 1907. 75c

Lummis, C. F. A tramp across the continent. Scribner, 1892. $1.25

Parkman, Francis. The Oregon trail. Little, Brown, 1910, c1849. $1. School edition, Macmillan, 1910. 25c

Schwatka, Frederick. Children of the cold. Educational Publishing Co. 1902. $1.25

Slocum, Joshua. Sailing alone around the world. Century, 1900. $1.20. Abridged for schools under title, Around the world in the sloop Spray. Scribner, 1908. 50c

Stanley, H. M. How I found Livingstone. Scribner, c1872. $3.50

Verne, Jules. Around the world in 80 days. Burt, c1876. $1

Wade, N. H. Our little Italian cousin. Page, 1903. 60c

Useful arts (Applied science, occupations and amusements)

Baker, R. S. Boy's second book of inventions. Doubleday. c1903. $1.60

Burrell, C. B. Saturday mornings. Estes, 1906. 75c

Camp, Walter. Book of college sports. Century, 1898. $1.75

Lucas, E. V. & Lucas, Elizabeth. 300 games and pastimes. Macmillan, 1910. $2

Paret, A. P. Harper's handy book for girls. Harper, 1910. $1.75

Philip, J. C. Romance of modern chemistry. Lippincott, 1909. $1.50

Powell, R. S. S. Baden-. Scouting for boys. Pearson, 1908. 2s

St. John, T. M. How two boys made their own electrical apparatus. St. John, 1898. $1

Fine arts

* Bacon, D. M. Operas every child should know. Doubleday. 1911. 90c

Chapin, A. A. Wonder tales from Wagner. Harper, c 1898, $1.25

Conway, A. E. & Conway, W. M. Children's book of art. Black, 1909. 6s

Dole, N. H. A score of famous composers. Crowell, c 1891. 75c

Hoffmann, Franz. Mozart's youth. McClurg, 1904. 60c

Hurll, E. M. Greek sculpture. Houghton, 1901. 50c

Steedman, Amy. Knights of art. Jacobs, 1907. $2

* Tennant, Lady Pamela. The children and the pictures. Macmillan, 1907. $1.50

Waters, C. E. Stories of art and artists. Houghton, 1899. $4

Whitcomb, I. P. Young people's story of art. Dodd, 1906. $2

Science

(a) *Nature Books*

Ball, R. S. Starland. Ginn, 1899. $1

Bamford, M. E. Up and down the brooks. Houghton, 1889. 75c

Burroughs, John. Squirrels and other fur bearers. Houghton, 1900. 60c

Darwin, Charles. What Mr. Darwin saw in his voyage around the world in the ship Beagle. Harper, 1905, c 1880. $3. Compiled and adapted for young readers from his Journal of researches during the voyage of H. M. S. Beagle

Gibson, W. H. Blossom hosts and insect guests. Newson, 1901. 80c

Higgins, M. M. Little gardens for boys and girls. Houghton, 1910. $1

* Marks, Jeanette, & Moody, Julia. Holiday with the birds. Harper, 1910. 75c

Muir, John. The mountains of California. Century, 1894. $1.50

Parsons, F. T. S. How to know the wild flowers. Scribner, 1900. $2

Patterson, A. J. The spinner family. McClurg, 1903. $1.25

* Pierson, C. D Among the pond people. Dutton, 1901. $1

Roberts Kindred of the wild

Seton. Wild animals I have known

Stack, F. W. Wild flowers every child should know. Doubleday, 1909. $1.20

(b) *Prehistoric times and primitive man*

Clodd, Edward. Childhood of the world. Kegan Paul, 1890, c 1872. 3s

Herrick, S. M. B. The earth in past ages. Amer. Book Co. n. d. 50c

(c) *Physiology and hygiene, general and sexual*

Gulick, C. E. V. Emergencies. Ginn, 1909. 40c

Hall, W. S. From youth into manhood. Y. M. C. A. Press, 1909. 50c

Jewett, F. G. The body at work. Ginn, 1909. 50c

Jewett, F. G. Control of body and mind. Ginn, 1909. 50c

Jewett, F. G. Good health. Ginn, 1907. 50c

Latimer, Caroline. Girl and woman. Appleton, 1909. $2

Willson, R. N. The American boy and the social evil. Winston, 1905. $1

Humor

Burgess, Gelett. More goops, and how not to be them. Stokes, 1903. $1.50

Clemens, S. L. Huckleberry Finn. Harper, 1904. $1.75

Clemens, S. L. Tom Sawyer. Harper, 1904. $1.75

Dodgson, C. L. Alice in Wonderland, illustrated by Tenniel, Macmillan, 1904. $1. Illustrated by Rackham, Doubleday, 1908. $1.40. School edition, Macmillan, 1905. 25c

Hale, E. P. Peterkin papers. Houghton, c 1880. $1.50

Lear, Edward. Nonsense songs and stories. Warne, 5s

* Peck, I. W. Peck's bad boy. Conkey, 1900. 25c

Stockton, F. R. Rudder Grange. Scribner, 1897, c 1879–'85. $1.25. Illustrated by A. B. Frost, Scribner, $1.50

Thackeray, W. M. The rose and the ring. Stokes, 1909. $1.25. School edition, Heath, 1901. 25c

Stories

(a) Alcott, L. M. Little women. Little, 1901. $1.50

Haines, A. C. Luck of the Dudley Grahams. Holt, 1907. $1.50

Jackson, H. H. Nellie's silver mine. Little, 1878. $1.50

Jewett, S. O. Betty Leicester. Houghton, 1890. $1.25

Shaw, F. L. Castle Blair. Little, 1902. $1.25

Vaile, C. M. W. Orcutt girls. Wilde, 1906. $1, $1.50

Wiggin, K. D. Polly Oliver's problem. Houghton, 1893. $1

Woolsey, S. C. What Katy did. Little, 1901. $1.25

(b) Duncan, Norman. Adventures of Billy Topsail. Revell, 1906. $1.50

Hughes, Thomas. Tom Brown's school days at Rugby. Macmillan, 1902. $1.50

Johnson, Rossiter. Phaeton Rogers. Scribner, 1901, c1881. $1.50

King, Gen. Charles. Cadet days. Harper, 1903. $1.25

Kipling, Rudyard. Captains courageous. Century, c1897. $1.50

Munroe, Kirk. Derrick Sterling. Harper, 1900. 60c

Pier, A. S. Harding of St. Timothy's. Houghton, 1906. $1.50

Reid, Capt. Mayne. The cliff climbers. Routledge, 1904. $2

Stevenson, R. L. Treasure Island. Scribner, 1902. $1. School edition, Scott, 1904. 25c

(c) Amicis, Edmondo de. Heart (Cuore), translated by I. F. Hapgood. Crowell, 1901. 75c

Boyesen, H. H. Boy life in Norway. Scribner, 1901, c1892. $1.25

Dodge, M. M. Hans Brinker; or, The silver skates. Scribner, 1896. $1.50. School edition, Scribner, 50c

Martineau, Harriet. Feats on the fiord, with her Merdhin, Everyman's library, Macmillan. 1910. 35c

Spyri, Joanna. Heidi, tr. by H. A. Melcon. Burt, c 1901. $1
See also multigraph 19, Historical fiction, and multigraph 20, Animal stories.

Multigraph 3

Teacher's Required Reading, Including a Few References for Student's Reading

Starred references are optional.

References marked [1] are required for both teacher and students.

References marked [2] are required reading for students only.

* Arnold, Matthew. The study of poetry, in his Essays in criticism, 2nd series, Macmillan, 1906. $1.50, pp. 1–55

Allingham, William, compiler. The ballad book. Macmillan, n. d. $1, Preface

[1] Brumbaugh, M. G. Educational principles applied to the teaching of literature, in National Educational Association, Proceedings, 1900, pp. 169–174

Burnite, Caroline. Beginnings of children's literature, in Library journal, v. 31, Conference number, 1906, p. 107

Colby, J. R. Literature and life in school. Houghton, 1906, $1.25, pp. 22–28; chap. 4 pp. 103–104

Crothers, Samuel. The mission of humor, in his Gentle reader, Houghton, 1904, $1.25, pp. 64–100

[1] Eaton, A. T. Illustrations of children's books, in New York libraries, v. 2, pp. 128–130

* Emerson, R. W. Poetry and imagination, in his Letters and social aims. Works, v. 8. Houghton, 1904. $1.75, pp. 1–75

* Field, Mrs. E. M. The child and his book. Wells Gardner, 1892. 5s, chaps. 11, 12, 13 & 15

[1] Field, W. T. Finger posts to children's reading. McClurg, 1908. $1, chap. 4

[1] Hall, G. S. Psychology of childhood as related to reading and the public library; in Pedagogical seminary, v. 15, March 1908. pp. 105, 106

Hewins, Caroline. The history of children's books, in Atlantic monthly, v. 61, Jan. 1888. p. 112–126.

[2] Lang, Andrew, compiler. Blue poetry book. Longmans, 1899, $2. Preface.

Mabie, Hamilton, editor. Myths every child should know; Fairy tales every child should know; Legends every child should know; Folk tales every child should know; [2] Stories every child should know. Doubleday, each 90c. Preface in each.

McClintock, P. L. Literature in the elementary school. Univ. of Chicago Press, 1907. $1, chaps. 1–3; chap. 8, pp. 135–138, pp. 152–155; chap. 10; [1] chap. 12

McMurray, Charles. Special method in the reading of complete English classics. Macmillan, 1904. 75c. Chap. 8, pp. 36–38

* Moses, Montrose. Children's books and reading. M. Kennerly, 1907. $1.50, chap. 2

Repplier, Agnes. Wit and humor, in her Essays in idleness. Houghton. 1898. $1.25, pp. 168–191

[2] Tappan, E. M., compiler. The children's hour. v. 6. Old fashioned stories and poems. Houghton, 1907, subs. set, Preface

Thackeray, W. M. Charity and humor, in his English humorists, etc. Dent, 1903, 3s, pp. 267–286

* White, S. W. G. Children's books and their illustrations. International Studio, Special writer number, 1897

Welsh, Charles. Right reading for children. Heath, 1902, 25c, pp. 9, 10

[1] Wiggin, K. D., & Smith, N. A., compilers. Golden numbers. Doubleday, 1902. $2, Preface

[1] Wilson, Woodrow. Mere literature and other essays. Houghton, 1896. $1.50, pp. 1–27

* Widdemer, Margaret, compiler. Books and articles on children's reading, a bibliography, in Bulletin of bibliography, v. 6, 1911, pp. 240–243, 270–273, 301, 303; v. 7, 1912, pp. 9–12

[2] Wit and humor, in Contributors club, Atlantic monthly, v. 100, Sept. 1907, pp. 427, 428

Multigraph 4
Form For Book Note

Note to students. This form will be supplied when needed, and is to be filled in for each book read or examined. Write author's surname first as on a catalog card. Example, Roberts, C. D. G. Indicate your opinions by underlining, or by writing Yes or No in spaces where either answer is required. Under Note, sum up in about 5 lines the subject matter of the book and your opinion of its general value or any particularly strong point which recommends it for its purpose.

Author

Title

For what age or grade?

Is the type large enough? Is it legible?

Is the paper good? Is the binding attractive?

Are the illustrations good, poor, or only fair? Are they well reproduced?

Are they colored?

Is it written in good and simple English?

If a story, is it of adventure, war, sea, Indians, camping, school, historical characters, home life, city, country, fairies?

Is it wholesome, pernicious, sentimental, exaggerated, stupid, interesting?

If not a story, is it interesting, accurate and, if it tells how to do things, is it practical?

Does it accomplish the purpose for which it was intended and is the style suited to the theme?

Is it suited to children in subject matter and expression?

Are there sufficient illustrations? Do they explain the text? Are there all needed maps, diagrams, tables, etc.?

If it is a classic, is it the original text, or is it retold, abridged or merely translated?

Note: .

Signature

Multigraph 5
Tests for Children's Classics

1 Is it an original classic, or a classic retold, adapted, abridged or simply translated?

2 Is the subject matter of the classic interesting and suitable for children? Is its form of expression suited to their comprehension?

3 If it is not the original text, does it reproduce the spirit of the original and, as nearly as possible, its form of thought?

Multigraph 6
Tests for Poetry

1 Is it musical? Is it simple in thought and construction?

2 Does it avoid sentimentality and all excess of emotion? Does it appeal to the imagination?

3 Does it help the child to see beautiful pictures, to sympathize with experiences outside the range of his own life, to feel nobly, to act rightly?

Multigraph 7
Tests for History, Civics, Biography and Travel

History: 1 Does the author tell a story well, that is, clearly and in an interesting and picturesque style.

2 Does he recreate characters and the atmosphere of the times?

3 Does he represent men in their proper relation to their time and events in their logical sequence?

4 If a narrative history, has it maps, tables and an index?

Civics: 1 If the book simply describes the machinery and powers of government, are the facts accurate, well selected and interesting from a child's point of view?

2 If it has also a practical or ethical purpose, will it teach the duties of citizenship and arouse civic enthusiasm?

Biography: 1 Is it unprejudiced and sympathetic? Does it interpret the subject in the right relation to his time and place?

2 Is it objective, i. e., does it deal largely with external events, character development being indicated rather than enlarged upon?

3 Does it furnish desirable ideals of character and achievement, presented in a manner which will stimulate the child to imitation?

Travel: 1 Has the author seen the country and adequately studied its manners and customs, or, if not, has he gained his information from reliable sources?

2 Does he show sympathy with alien life and power to interpret it?

3 Are the facts presented in a form which will appeal to a child, i. e., child life in other lands, or action and adventure?

4 Are the illustrations numerous and good? Do they describe the text? Are there maps? Is there an index?

Multigraph 8
Tests for Useful Arts and Fine Arts

Useful arts

(a) *Descriptive:* 1 Has the author the power of clear and vivid description?

2 Has he a good general knowledge of the facts and principles involved?

3 Are there good illustrations which elucidate the text, and diagrams where necessary?

(b) *How to make and do:* 1 Does the author seem to have had practical experience in doing what he describes?

2 Are the explanations and directions so clear that a child could do the work without other help?

3 Does the book simply give directions for doing things, or does it in addition explain the scientific principles involved?

4 Are there diagrams, plans and other illustrations and are these clear?

Fine arts 1. Is the subject matter suited to the child's comprehension and the style interesting and free from technicalities?

2 If the work is descriptive, does it show familiarity with the originals, and does it so interpret the artist's thought as to attract the child to the object described?

3 If it deals with criticisms or elucidates any general principles, has the author's training qualified him to do this?

4 Are the illustrations well chosen and well reproduced?

Multigraph 9

Tests for Science

Nature books General test: Is the material wisely selected? Is it the accurate record of the author's observations or has he depended on the research of scientists, as in astronomy and geology?

(a) *Hand books:* 1 Are the descriptions clear?

2 Is the information accessible, i. e., arranged under simple and obvious classifications and sufficiently indexed?

3 Are the illustrations sufficiently numerous, true to life and well reproduced?

(b) *Descriptive nature books and animal stories:* 1 Is the style clear and entertaining, but suitably dignified, free from sentimentality and condescension to the child mind?

2 If a story, is the dramatic interest consistent with accuracy, and is the animal conduct described, free from human motives?

3 Are the illustrations good and attractive? Do they explain and add interest to the text?

(c) *How to books:* 1 Are the descriptions accurate and the directions clear?

2 Are there sufficient illustrations and, if necessary, tables and diagrams?

Prehistoric times and primitive man 1 Is the book based on the results of the latest scientific research? Has the author made clear the relations of cause and effect in the gradual development of the earth and man?

2 Is the material selected with regard to children's interests, entertainingly adapted and free from scientific technicalities?

Physiology and hygiene.

(a) *General:* 1. Is the work based on sound theory and the results of the latest scientific investigations?

2 Is it free from sentimentality and exaggeration?

3 Are the statements supported by interesting specific example and pictorial illustration? Are there practical figures and diagrams where necessary?

(b) *Sexual:* 1 Is the book based on scientific principles and the latest results of medical research?

2 Is the language simple and direct?

3 Is the style free from sentiment, morbid suggestion and appeal to the emotions?

Multigraph 10
Tests for Humor

1 Is it within the range of the child's comprehension?
2 Is it free from vulgarity and coarseness?
3 Is it kindly in tone?

Multigraph 11
Tests for Fiction

1 Is it interesting?
2 Is it true to life?
3 Is it ethically sound?
4 Is it well written?

Multigraph 12
Some Substitutes for Dime Novels

Dangerous careers

Hill, C. T. Fighting a fire. Century, $1.50
Downes, A. M. Fire fighters and their pets. Harper, $1.50
Kaler, J. O. Life savers. Dutton, $1.50
Moffett, Cleveland. Careers of danger and daring. Century, $1.50

Stories. Exciting but wholesome

Alden, W. L. The moral pirates. Harper, 60c

Bennett, John. Treasure of Peyre Gaillard. Century, $1.50. Story of hunt for buried treasure. Interesting to older children.

Kaler, J. O. Toby Tyler. Harper, 60c. Runaway boy joins the circus.

Kaler, J. O. Mr. Stubb's brother. Harper, 60c. A sequel to Toby Tyler.

Hunting, H. I. Witter Whitehead's own story. Holt, $1.25; Cave of the bottomless pool. Holt, $1.50. Detective stories full of thrills and remarkably well written.

Janvier, T. A. The Aztec treasure house. Harper, $1.50. Exciting adventures in Mexico.

Matthews, Brander. Tom Paulding. Century, $1.50. New York boy's search for buried treasure. Recommended.

Munroe, Kirk. Camp mates. Harper, $1.25

Munroe, Kirk. Derrick Sterling. Harper, $1.25

O'Higgins, H. J. The smoke eaters. Century, $1.50. Thrilling stories of the work of a New York hook and ladder crew. For older children.

Stoddard, W. O. Talking leaves. Two arrows. Harper, each 60c. Two Indian stories.

Trowbridge, J. T. Cudjo's cave. Lothrop, $1.50

Trowbridge, J. T. The young surveyor. Winston, $1.25

White, S. E. The magic forest. Macmillan, $1.20. A little boy's adventures among fur trading Indians. Delightfully written.

Multigraph 13

Stories About Children Interesting Chiefly to Adults

Bell, J. J. On Christina. Revell, 60c Stirring times in the prim village home of a Scotch spinster who adopts an orphan niece, a rollicking, precocious street Arab.

Blackwood, Algernon. The education of Uncle Paul. Holt, $1.50. Story of the initiation of a bachelor uncle into the world of poetic imagination inhabited by his niece and nephews.

Daskam, J. D. The madness of Philip and other tales of childhood. McClurg, $1.50. The first story is a pointed and amusing satire on certain kindergarten methods.

Donnell, A. H. Rebecca Mary. Harper, $1.50. Short stories about a lonely little girl longing for affection, and her strict, undemonstrative old aunt.

Eastman, Mrs. E. G. Little brother o' dreams. Houghton, $1. Story of a lonely, fanciful boy who finds a little sister in the wood. "A slight but exquisite portrayal of the heart of a child."

Elliott, Emilia, pseud. of C. E. Jacobs. Patricia. Jacobs, $1. Stories of a warm-hearted and ingeniously naughty little girl.

Ewald, Carl. My little boy. Scribner, $1. Quietly humorous account of a sympathetic father's methods of helping his little son to meet life.

Gillmore, I. H. Phoebe and Ernest. Holt, $1.50. Stories of developing young people and their surprised and interested parents. Good studies of adolescence.

Gilson, R. R. Katrina. Baker & Taylor, $1.50. The staid little daughter of an elderly scholar is introduced to the frivolous joys of childhood by her friend, Mr. Larry, a genial newspaper man.

Grahame, Kenneth. The Golden age; Dream days. Lane, each $1.25. Poetic interpretations of the child's world of fancy.

Harker, Mrs. L. A. Concerning Paul & Fiametta. Scribner, $1.25. Adventures and opinions of some lively and natural English children.

Harker, Mrs. L. A. Miss Esperance & Mr. Wycherly. Scribner, $1.50. Story of two delightful little boys and their no less delightful guardians, an elderly scholar and a little Scotch maiden lady.

Harris, J. C. The bishop and the boogerman. Doubleday, $1. Story of a little orphaned Southern girl who lures her grown up friends, black and white, into her make believe world.

Howells, W. D. The flight of Pony Baker. Harper, $1.25. Humorous photography of a boy's mind.

Hutton, Lawrence. A boy I knew. In his, A boy I knew and four dogs. Harper, $1.25. Account of the author's own boyhood in New York.

Johnson, Owen. The eternal boy. Dodd, $1.50. Short stories of Lawrenceville preparatory school.

Johnson, Owen. The varmint. Macmillan, $1.50. Both are vivid appreciations of the blind loyalties, hobbledehoy humors, brutalities and shamefaced gleams of sentiment which make up the average boy nature.

Kelly, Myra. Little citizens, Little aliens. Scribner, each $1.50. Kindly and humorous, but not very deep interpretations of Russian Jewish child-character from the standpoint of a public school teacher. The latter stories are more ambitious in plot and deal more with the home life of the children.

Kipling, Rudyard. Baa baa black sheep. In his Under the Deodars, etc. Doubleday, $1.50. Portrays almost too painfully the misery and swift deterioration of a child sent home from India and entrusted to the care of strangers.

Drums of the fore and aft. In his Soldier stories. Doubleday, $1.50. Story of two British drummer boys in India.

His majesty the king, in his Under the Deodars, etc. Doubleday, $1.50. How his majesty stole a "parkle crown" and reaped a benefit thereby.

Story of Muhammed Din. In his Plain tales from the hills. Doubleday. $1.50. Story of a Hindoo baby, told with simplicity and tenderness.

Wee Willie Winkie. In his Under the Deodars, etc. Doubleday, $1.50. How the Colonel's little son, a youthful knight-errant, saved his favorite subaltern's sweetheart.

Loti, Pierre. The story of a child. Birchard, $1.25. "Tells not what the child did or what was done to him, but what he felt, thought, dreamed. Such books develop appreciation of the inner deeps of child life that escape definition." *Preface, E. H. Griggs.*

Martin, I. M. Emmy Lou; her book and heart. "School days of a bewildered and very real little girl." *New York State Library. Best books 1902.* Satirizes some school methods.

M. E., pseud. of M. E. Blatchford. Polly and the aunt. Houghton, 75c. A very natural picture of a child's life with elderly people.

M. E. Story of little Jane and Me. Houghton, $1. Childhood of two little girls in New York when 14th street was uptown.

Montgomery, L. M. Anne of Green Gables; Anne of Avonlea. Page, each $1.50. Daily doing and dreams of a little girl adopted by an elderly brother and sister on a Prince Edward Island farm. In Anne of Avonlea she is past 17, but there are other engaging children in the book who get into diverting scrapes.

Phillpotts, Eden. The human boy. Harper. $1.25. Stories of life in an English private school for boys. More agreeable than Kipling's Stalky and Co., a story of the same type, and probably just as truthful a picture of boy nature. See note on Johnson, The Varmint.

Quiller-Couch, A. T. True Tilda. Scribner, $1.50. Whimsical tale of the adventures of a precocious little circus waif and her charge, a boy whom she rescues from an orphan asylum and endeavors to provide with a father.

Seibert, Venita. The gossamer thread. Small, $1. Chronicles the imaginings and disillusionments of a little German-American girl, finally forced to give up her belief in fairies.

Shafer, Sara A. The day before yesterday. Macmillan, $1.50. Child life in a quiet Middle Western village a generation or two ago.

Stuart, R. M. Sonny. Century, $1.25. A fond father's garrulous talk about the unaccountable but always admirable conduct of his only son, the child of his old age.

Tompkins, J. W. Mothers and fathers. Baker & Taylor, $1.50. 18 stories, humorous and pathetic, centering about the common misunderstandings between parents and children.

Wiggin, K. D. Rebecca of Sunnybrook Farm; New chronicles of Rebecca. Houghton, each $1.25. A clever, sensitive and appreciative child developing into a woman in the New chronicles of Rebecca.

Multigraph 14
Good Editions of Some Children's Classics

Bible. Children's Bibles, Bible stories, etc.

Bible for young people; arranged from the King James version by Mrs. J. B. Gelder. New edition. Century, $1.50. 24 full page illustrations from old masters. Verse and chapter divisions disregarded, and narrative life of Christ made up from the four gospels.

Bible stories, edited by R. G. Moulton. Children's series of the Modern readers' Bible. 2 v. Macmillan, each 50c. In the language of Scripture altered only by omissions.

The Psalms of David with an introductory study by N. D. Hillis. Revell, $2.50. A selection of the simpler and more peaceful psalms. A large, well printed volume with full page illustrations by Louis Rhead.

Chisholm, Edwin. Old Testament stories, Told to the children series. Dutton, 50c.

Kelman, J. H. Stories from the life of Christ, Told to the children series. Dutton, 50c. All volumes in this little series are well printed, attractive in appearance and have colored illustrations of varying merit. The material in the stories is in good form for reading aloud or telling to younger children.

Homer. Translations, retellings, etc.

Homer. The Odyssey, translated by G. H. Palmer. Houghton, $2.50. Abridged school edition, Houghton, 75c. Excellent for reading aloud. "Even Lamb's story of the wanderings of Odysseus seldom stirs the little folk as does this translation in which the poetry and swing of the great epic are preserved." W. T. Field, Finger posts to children's reading, p. 46.

Church, A. J. Story of the Odyssey. Macmillan, $1. Not a translation, but a simple, dignified rendering of the narrative. Illustrations after Flaxman. School editions, Macmillan, 25c, 50c.

Church, A. J. Odyssey for boys and girls. Macmillan, $1.50. The same story told in simpler prose than above. Attractively bound, well printed and illustrated with delicately colored half-tones.

Lamb, Charles. Adventures of Ulysses. Harper, $2.50. Simpler language than either of the Church versions. Illustrated by Squire and Mars. School edition, Heath, 25c.

Chaucer

Haweis, M. E. Chaucer for children. Scribner, $1.25. Prefaced by an account of Chaucer's life and the London of his day. Gives portions of a number of the tales. Original and modern text in parallel columns. Eight colored pictures, and a number of small woodcuts by the author. "Though possibly only an exceptional child will enjoy the book, it brings the youthful reader closer to the time of Chaucer than any other version for children." G. W. Arnold, Mother's list of books for children. p. 105.

Darton, F. J. H, Tales of the Canterbury Pilgrims. Stokes, $1.50. The most attractive version for children's reading. Good, vigorous style, retaining much of Chaucer's fine spirit of chivalry and joyous optimism. Fine illustrations by Hugh Thomson.

Tappan, E. M. The Chaucer story book. Houghton, $1.50. Eleven of the stories retold in very simple prose. Illustrations chiefly from wood cuts.

Kelman, J. H. Stories from Chaucer. Dutton, 50c. An excellent adaptation of four stories, bringing out much of the poetic and moral beauty of the original.

Spenser

Dawson, L. H. Stories from the Fairie Queen. Crowell, $1.50. Simply and smoothly told. Perhaps the best adaptations for the average child. Colored illustrations.

Lang, Jeanie. Stories from the Fairie Queen. Dutton, 50c. A simpler version than the above. Eight stories.

Malory

Lanier, Sidney, editor. Boy's King Arthur. Scribner, $2.00. Rearranged and simplified, but preserving the form and language of the original. For older children than the other King Arthur stories in the list.

Stevens, L. O. and Allen, E. F. King Arthur stories from Malory, Houghton, 40c. Preserves the fine simplicity of the style of the original. Illustrations from Abbey's frescoes in Boston Public Library.

Pyle, Howard. Story of King Arthur. Scribner, $2.50. Beautiful in expression, thought and illustration. Children should also know his Story of the champions of the Round Table and Story of Sir Launcelot and his companions.

McLeod, Mary. Book of King Arthur and his noble knights. Stokes, $1.50. Readable and popular with children. Illustrated by A. G. Walker.

Shakespeare. Stories of plays, editions of plays

The retold versions mentioned below are graded according to difficulty from Hoffman to Lamb.

Hoffman, Alice. Stories of Shakespeare's plays for children. Dutton, each 40c. Published in little separate volumes resembling the Temple Shakespeares. Illustrated. The stories are simply told with numerous extracts from the plays.

McLeod, Mary. Shakespeare story book, with introduction by Sidney Lee. New edition, Barnes, $1.50. Stories of 16 plays with dialogue in the words of the dramas. Plots clearly brought

out. Excellent as the preparation for a play or as a good story book. Illustrated by Gordon Browne.

Lamb, Charles and Lamb, Mary. Tales from Shakespeare. Dent, 7s 8d. Illustrated by Arthur Rackham. Another beautiful edition, published by Scribner at $2.50, has 20 illustrations by N. M. Price, richer in coloring and more elaborate in design than Rackham's. School edition. Houghton, 50c. The simplest of the versions mentioned. "These tales have taken their place as an English classic. They have never been superseded, nor are they likely to be." Alfred Ainger.

Shakespeare, William. A midsummer night's dream. Doubleday, $5. Forty plates in color and other illustrations by Arthur Rackham. School edition, edited by S. W. Hiestand, The beginner's Shakespeare, Heath 25c. The Tempest is also published in this series. The plays are somewhat abridged, and each volume contains notes, extracts for memorizing and selections for little plays.

Shakespeare, William. Julius Caesar; The Merchant of Venice, edited by Samuel Thurber. Houghton, each 25c.

Defoe

Defoe, Daniel. Robinson Crusoe. Houghton, $1.50. Illustrated by A. Boyd Smith. Another beautiful edition, illustrated by Louis Rhead, is published by Harper at $1.50. The Rhead illustrations were made from sketches of the Island of Tobago where Crusoe was cast away. Illustrated school edition in large type, Educational Publishing Co., 40c, also Riverside school library, Houghton, 60c.

Swift

Swift, Jonathan. Gulliver's travels. Cranford series. Macmillan, $1.50. Illustrated by G. E. Brock. School editions, Dutton, 65c, Heath, 25c.

La Motte Fouque

La Motte Fouqué, F. H. K. baron de. Undine. Cranford edition, Macmillan $2. School edition, Heath, 35c. Translation of a romantic German fairy tale. The story of a water

nymph who takes human form, but has no soul until she loves the Knight, Huldbrand.

Multigraph 15

Good Editions of Some Fables, Fairy Tales, Myths and Legends

Aesop. Hundred fables, illustrated by Billinghurst. Lane, $1.50. A school edition published by Ginn, 35c, contains also fables by La Fontaine and Krilof.

Anderson, H. C. Fairy stories, translated by Mrs. E. Lucas, illustrated by Robinson brothers. Dutton, $2.50. A reprint of this with reduced illustrations and library binding is in Everyman's library, Dutton, 35c.

Arabian nights, edited by K. D. Wiggin and N. A. Smith, illustrated by Maxfield Parrish. Putnam, $2.50. School edition, Houghton, 40c.

Brown, A. F. Book of saints and friendly beasts. Houghton, $1.25. Old legends of the saints. A delightfully written and attractively made book.

Eastman, C. A. (Ohiyesa) & E. G. Wigwam evenings. Little, $1.25. 27 Sioux myths, fables and fairy stories.

Frere, Mary. Old Deccan days. Murray, 5s. Hindoo fairy tales as related by an Indian ayah.

Grimm, J. L. & W. K. Household stories, translated by Lucy Crane, illustrated by Walter Crane. Macmillan, $1.50. A carefully selected collection for school use is published by Houghton, 60c and 40c, under the title, German household tales. The house in the wood, Warne $1.35, contains ten stories. The illustrations by L. Leslie Brooke are full of humor and spirit. Fairy tales of the Brothers Grimm, illustrated by Arthur Rackham, Lippincott, $1.50, is an excellent selection. The Grimm Brothers derived many of their tales directly from the peasants of Hesse-Cassel and recorded them just as told. Hence the need of careful selection for children.

Harris, J. C. Nights with Uncle Remus. Houghton, $1.50. Supplements Uncle Remus; his songs and sayings, Appleton, $2, a heavy unsubstantially bound book, desirable because it contains The Tar Baby and other favorites. Genuine negro folk lore as told on the plantation. The negro dialect is difficult for children, but the stories are always enjoyed if read aloud.

Hawthorne, Nathaniel. Tanglewood tales, illustrated by G. W. Edwards. Houghton, $2.50. School editions, Houghton, 40c and 75c.

Hawthorne, Nathaniel. A wonder book, illustrated in color by Walter Crane, Houghton, $3. School edition, Houghton, 40c.

Jacobs, Joseph. Celtic fairy tales, Burt, $1. Folk stories of Wales, Scotland and Ireland.

Kingsley, Charles. The heroes, illustrated by M. H. Squire and E. Mars, Russell, $2.50. A 35c reprint of the $2.50 Dutton edition, illustrated by Robinson, is published in Everyman's library. School edition, Ginn, 30c. "Kingsley's versions of Greek myths, where they parallel Hawthorne's, are vastly to be preferred. For the fanciful prettiness and playfulness of Hawthorne, Kingsley gives us plain strength and seriousness, courage, steadfastness and beauty." J. R. Colby, Literature and life in school, p. 44.

Kingsley, Charles. Water babies, a fairy tale for a land baby, illustrated by Linley Sanbourne. Macmillan, $1.25. There is an admirable adaptation in Told to the children series, Dutton, 50c. With some of Kingsley's moralizing omitted, children enjoy this scientific fairy tale.

La Fontaine, Jean de. Fables, illustrated by Boutet de Monvel. Stechert, $1.80. "The family or school-room that can possess a copy of the above has in its pictures the most charming and penetrating criticism and interpretation of the fables themselves, of the animals who appear in them and of the motives that lie behind them." P. L. McClintock, Literature in the elementary school, p. 178.

Lang, Andrew. Tales of Troy and Greece. Longmans, $1.50. Adventures of the Greek heroes, Ulysses, Perseus and Theseus. Admirably illustrated.

Lang, Andrew, editor. The yellow fairy book. Burt, $1. The Burt edition is more durable in binding and paper than Longmans', $2. The print is larger, and the illustrations are from the same woodcuts. A collection of Germanic folk tales, the best of the series. The red, blue and green fairy books are also desirable, but the grey and crimson are unfit for a children's collection.

Lanier, Sidney, editor. Knightly legends of Wales, or, the Boy's Mabinogion. Scribner, $2.00. Welsh legends of King Arthur belonging to an earlier period than Malory. The language of the original text preserved, except for occasional excision and condensation.

Mabie, Hamilton. Norse stories retold from the Eddas, edited by K. L. Bates. Rand, 40c. Artistic versions of the powerful and dramatic Norse myths, which will be enjoyed by older children. A. F. Brown's In the days of giants, in Riverside literature series, Houghton, 50c, is a particularly readable version of these myths for younger children.

Perrault, Charles. Tales of Mother Goose, translated by Charles Welsh. Heath, 25c.

Pyle, Howard. Merry adventures of Robin Hood, illustrated by the author, Scribner, $3.00. Abridged school edition, Scribner, 50c. John Finnemore's story of Robin Hood and his merry men, Macmillan, 50c, is a spirited version, recommended next to Pyle's.

Ruskin, John. King of the Golden River. Page, 50c. School edition, Heath, 25c. Beautiful in spirit and language.

Stockton, F. R. The clocks of Rondaine and other stories. Scribner, $1.50. School edition under title, Fanciful tales, Scribner, 50c, includes The bee-man of Orn, Old pipes and the dryad, The clocks of Rodaine. Stockton's wonder stories are distinguished for delicate fancy and quiet humor.

Thackeray, W. M. Rose and the ring, illustrated by Gordon Browne, Stokes, $1.25. School editions with the author's illustrations, Heath, 25c, Macmillan, 50c.

Multigraph 16

Good Collections of Poetry for Children

* Allingham, William, compiler. The ballad book. Macmillan, n. d. $1. Some fourscore of the best old ballads. 33 page preface about ballads.

* Burt, Mary E. compiler. Poems that every child should know, a selection of the best poems of all times for young people. Doubleday, 1907. 90c school edition in 3 parts, 50c each.

* Chisholm, Louey, compiler. The golden staircase; illustrated by M. D. Spooner. Putnam, n. d. $2.50; school edition, $1; popular edition, $1.50 One of the best collections. Arranged in nine parts. Begins with poems for little children and ends with Herbert, Herrick, Browning, etc.

Gilder, J. L., compiler. The heart of youth, young people's poems gay and grave. Sturgis & Walton, 1911. $1.50.

* Henley, W. E. compiler. Lyra heroica, a book of verse for boys. Scribner, 1908. $1.25. Poems expressing the simpler sentiments and the more elemental emotions, and setting forth "the beauty and the joy of living, the beauty and the blessedness of death, the glory of battle and adventure, the nobility of devotion."

* Ingpen, Rogers, compiler. One thousand poems for children, a choice of the best verse, old and new. Jacobs, c 1903. $1.25. A classified collection for children of all ages, including nursery rhymes and the most desirable specimens of recent juvenile poetry.

* Lang, Andrew, compiler. The blue poetry book. Ed. 3. Longmans, 1902. $2. School edition, 60c. Includes many poems by Scottish authors, many ballads, no contemporary poets. "The editor has been guided to a great extent, by recollections of what particularly pleased himself in youth."

Long, A. W. compiler. American poems, 1776–1900, with notes and biographies. American Book Co., c 1905. 90c. A useful collection to illustrate the growth and spirit of American life as expressed in its literature.

Lovejoy, M. G. compiler. Poetry of the seasons. Silver, c 1898. 60c.

Lucas, E. V. compiler. Book of verses for children. Holt, 1898. $2.

Lucas, E. V. compiler. Another book of verses for children. Macmillan, c 1907. $1.50. Consists not so much of poetry, as of "poetry-for-children." Includes some nonsense verse.

Matthews, Brander, compiler. Poems of American patriotism. Scribner, 1908. $1.50, school edition, 50c.

Mother Goose's melodies, edited by Welsh, Heath, 30c.; or, edited by Wheeler, Houghton, $1.50.

Neilson, W. A. & Witham, R. A. compilers. English and Scottish popular ballads. Houghton, c 1909, paper 30c, linen 40c. 30 page introduction on the origin, structure, characteristics, etc., of ballads.

* Palgrave, F. T. compiler. Children's treasury of English song. Macmillan. 1906. $1. For children between 9 and 16. Annotated. "Nothing has been admitted which does not reach a high rank in poetical merit."

* Patmore, Coventry, compiler. Children's garland from the best poetry. Macmillan, 1901. $1. Excludes "nearly all verse written expressly for children and most of the poetry about children for grown people." Includes "nearly all the genuine poetry in our language fitted to please children."

* Repplier, Agnes, compiler. A book of famous verse. Houghton, c 1892. 75c, holiday edition $1.25.

Roadnight, Mrs. compiler. Old-fashioned rhymes and poems. Longmans, 1906. 50c. Most of the selections are for little children.

Stevenson, B. E. compiler. Poems of American history. Houghton, 1908. $3.

* Stevenson, B. E. & Stevenson, E. B. compilers. Days and deeds,

a book of verse for children's reading and speaking. Baker & Taylor, 1906. $1; special library binding, $1.50. Poetry relating to the seasons, to American holidays and to great Americans, arranged under subject.

* Thacher, Mrs. L. W. compiler. The listening child. Macmillan, 1899. 50c. Lyrical and imaginative poems.

White, Marcus, compiler. Collection of poetry for school reading. Macmillan, 1908. 40c. For children from 10 to 15. Poems of objective character and high literary merit.

Whittier, J. G. compiler. Child life, a collection of poems. Houghton, c 1871. $1.50. Classified by subject or kind.

* Wiggin, K. D. and Smith, N. A. compilers. Golden numbers. Doubleday, c 1902. $2. Arranged by subject or kind of poetry.

Wiggin, K. D. and Smith, N. A. compilers. Pinafore palace, a book of rhymes for the nursery. Doubleday, c 1907. $1.50. Includes the best of Mother Goose.

Wiggin, K. D. and Smith, N. A. compilers. The posy ring. Doubleday, c 1903. $1.25. For young children.

Poetry about children

Field, Eugene. Poems of childhood, illustrated by Maxfield Parrish. Scribner, 1896. $2.50.

* Stevenson, R. L. A child's garden of verses; with illustrations by Jessie Wilcox Smith. Scribner, c 1905. $2.50. Illustrated by Charles Robinson, $1.50; by Jean McLane & Charles Robinson, 50c.

* Peabody, J. P. The book of the little past, illustrated by Elizabeth Shippen Greene. Houghton, 1908. $1.50.

Multigraph 17
Good Poems to Read Aloud

Nature poems

Coolidge. How the leaves come down (for young children) in Burt's Poems every child should know.

Howitt. The sea-gull (just a picture) in Lovejoy's Poetry of the seasons.

Thaxter. The sand piper (ethical) in Wiggin & Smith's Golden numbers.

Kingsley. Clear and cool (from Water-babies) in Wiggin & Smith's Golden numbers. Little children like the music, older ones take in the ethical teaching.

Hogg. The sky-lark (chosen for its music) in Chisholm's Golden staircase. Shelley's Sky-lark, in Repplier's Book of famous verse, may be read in connection with this. Young children like Hogg; Shelley is over their heads.

Shelley. The cloud (chosen for its music) in Wiggin & Smith's Golden numbers.

Keats. Ode to a nightingale, in his Poems.

Keats. On the grasshopper and cricket, in Wiggin & Smith's Golden numbers.

Very. The tree, in Wiggin & Smith's Golden numbers.

Kipling. The last chantey, in his Seven seas; or, The sea and the hills, in his Five nations; or, The feet of the young men, in his Five nations.

Wordsworth. I wandered lonely as a cloud, in his Poems.

Nonsense poems

Lear. The owl and the pussy-cat, in his Book of nonsense.

Carroll. The walrus and the carpenter, in Wiggin & Smith's Golden numbers.

Poems of delicate workmanship

Bunner. "One, two, three," in Wiggin & Smith's Posy ring.

Bunner. Arcady, in his Poems

Aldrich. Across the street, in his Poems.

Heroic and story poems

Browning. Hervé Riel, in Burt's Poems every child should know.

Norton. The king of Denmark's ride, in Wiggin & Smith's Golden numbers.

Miller. Columbus, in Burt's Poems every child should know.

Doyle. The red thread of honor, in Chisholm's Golden staircase.

Kipling. A ballad of East and West, in his Departmental ditties.

Southey. The Inchcape rock, in Chisholm's Golden staircase.

Poems with a strong ethical trend

Hunt. Coronation, in Wiggin & Smith's Golden numbers.

Moody. Gloucester Moors, in his Poems.

Lowell. The shepherd of King Admetus, in Burt's Poems every child should know.

Hay. The enchanted shirt, in Chisholm's Golden staircase.

Newbolt. Vitai lampada, in Chisholm's Golden staircase.

Stevenson. Requiem, in Repplier's Book of famous verse.

Tennyson. The lotus eaters, in his Poems.

Poems of sentiment

Branch. Songs for my Mother, in Branch's Shoes that danced.

Nadaud. Carcassonne (in English) in Repplier's Book of famous verse.

One of the world's greatest poems

The voice out of the whirlwind, in the Book of Job; edited by Moulton, Modern reader's Bible, pp. 107-113.

Only one source has been given for poems on this list. Some of them may be found in many other collections.

Multigraph 18

Some Good Books of History, Biography, Travel, and Four Travel Series Popular with Children

(A) History

Four old story tellers from history

Herodotus, 5th century, B. C. The father of history. Stories of Egypt, Babylon, Greece during the Persian wars, etc. White, J. S. editor, Boys' and girls' Herodotus. Putnam, $1.75.

Plutarch, First century, A. D. Stories of heroes and leaders from mythical times to beginning of the Christian era. White, J. S. editor. Boys' and girls' Plutarch, library edition, 2v. Putnam, $2.50. Retells in simple and condensed form the most interesting portion of Plutarch's lives, following Clough's translation.

Livy, B. C. 59– A. D. 17. Stories and legends of early Rome. Church, A. J. Stories from Livy. Seeley, 5s. Numa, Coriolanus, the Fabii, Camillus, Rome and the Gauls, etc.

Froissart. Contemporary chronicle of the age of chivalry. Wars of Edward III and the Black Prince with France and Scotland. Newboldt, Henry. Stories from Froissart, illustrated by Gordon Browne, Gardner, 6s.

Stories from history listed in order of difficulty

Eggleston, Edward. Stories of great Americans for little Americans. American Book Co. 40c. Putnam and the wolf, Decatur and the pirates and other interesting incidents told in simple language.

Baldwin, James. Fifty famous stories retold, American Book Co. 35c. Legendary and true stories relating romantic incidents in the lives of famous heroes of all nations. Baldwin's Thirty more famous stories retold is somewhat more advanced.

Price, L. L. Wandering heroes. Silver, 50c. Includes Abraham, Moses, Prince Siddartha, Attila, Viking discoverers of America, etc. Will help to give children an idea of the civilization represented by each hero.

Brooks, E. S. Historic boys; Historic girls. Putnam, each $1.25. Early life and adventures of famous characters in history. Told in stirring fashion, and with due regard to historical accuracy.

Stockton, F. R. Stories of New Jersey. American Book Co. 60c. Written interestingly and with touches of the author's characteristic humor. Fairly reliable.

Greenwood, Grace. Merrie England. Ginn, 1909. 40c. New illustrated edition of a book published in 1855. Romantic stories of persons, places and events in the history of England.

Lodge, H. C. & Roosevelt, Theodore. Hero tales from American history. Century, $1.50. Dramatic scenes and deeds of martial heroes, from the Revolution to the Civil War.

Historical biographies

Abbott, Jacob. History of King Alfred of England. Harper, 50c. Abbott's historical biographies were written 50 years ago, and their style is quite different from the present approved manner of writing history for young people. They are readable, however, and useful for exciting interest in historical characters and periods. Some of the best are Alexander the Great, Julius Caesar, William the Conquerer, Mary Queen of Scots. Empress Josephine, Madame Roland and Marie Antoinette by J. S. C. Abbott are also interesting.

Tappan, E. M. In the days of Queen Elizabeth. Lothrop, $1.

Seawell, M. E. Decatur and Somers. Appleton, $1. The historical story biographies of Seawell and Tappan are quite as readable as those by the Abbotts, are more reliable, and recreate the characters and the atmosphere of the time more vividly.

Schupp, Ottokar. William of Orange, translated from the German by G. P. Upton, Life stories for young people. McClurg, 60c. Other historical biographies in this useful little series of German translations are, Hocker's Arnold of Winkelried, Kühn's Barbarossa, Schrader's Frederick the Great and the Seven Years War. The style is simple, but rather mature, and the volumes have footnotes. Suitable for reading and reference work of children from 12 to 16.

Marshall, H. E. Story of Oliver Cromwell, Children's hero stories. Dutton, 50c. Most of the biographies in this series are told in simple, straightforward manner, suitable for younger children than those in Life stories for young people series.

Brooks, E. S. True story of Lafayette, Children's lives of great men. Lothrop, $1.50. Books in this series are entertainingly written, attractively illustrated, and are especially popular with children. Some of the best are Franklin, Lincoln, Grant and Washington.

Narrative histories

Dickens, Charles. Child's history of England. Macmillan, $1. Inaccurate and prejudiced, but picturesque in style and suited to children's interest.

Elson, H. W. A child's guide to American history. Baker & Taylor, $1.25. Not a complete story of the country's development, but loosely connected sketches in chronological order. Reliable and entertaining.

Coffin, C. C. Boys of '76. Harper, $2. The story of the Revolution, topically, not biographically told. The battles and other topics are arranged under the heads of the four campaigns, so as to give a fairly complete history of the war.

Griffis, W. E. Brave little Holland. Houghton, $1.25. School editions, 60c. 75c. Story told with such simplicity and spirit as to interest older children. Griffis' Young people's history of Holland, Houghton, $1.50, is adapted to younger children.

Fiske, John. The American Revolution. 2v. Houghton, $4. The best popular narrative of the military side of the struggle. Strong point is the author's clear manner of showing logical connection of events.

Parkman, Francis. Montcalm and Wolfe. 2v. Little, Brown. $3. A history of the struggle between France and England for supremacy in North America. Strong points are accuracy, picturesque interest and dramatic power.

Social history

Green, J. R. A short history of the English people. American Book Co. $1.20. Dwells at length on incidents of constitutional, intellectual and social advance, rather than on details of foreign wars, personal adventures of kings, etc. Written in delightfully picturesque style, and with sympathetic appreciation of every phase of life.

(B) Biography

Adult autobiographies interesting to children on acconnt of their simplicity, directness and universal appeal, and desirable as records of successful struggle with adverse circumstances.

Keller, Helen. Story of my life. Doubleday, $1.50. Letters and account of experiences and education of a girl, blind and deaf from infancy, who has since graduated from Radcliffe.

Riis, J. A. The making of an American. Macmillan, $1.50. Popular edition, Grosset, 50c. Delightfully fresh and naive account of the life in America of the reporter, philanthropist and reformer. High school boys and girls will read this with interest and it will be enjoyed by younger children if read aloud to them.

Washington, B. T. Up from slavery, Doubleday, $1.50. Popular edition, Burt, 75c. Will interest older children on account of its subject, the early struggle and success of the well known negro educator, and on account of its simple, direct style.

Some collective biographies.

Lang, Jeanie. Red book of heroes. Longman, $2. Heroes of war and peace, such as Hannibal, General Gordon, Father Damien, Pallisy the potter.

Hale, E. E. Boys heroes. Lothrop, $1. Heroes of wars and adventure, such as Hector, Alexander the Great, Richard the Lion Hearted, Bayard, King Arthur, Robinson Crusoe.

Mitchell, D. G. About old story tellers. Chatty talks about children's favorite books and authors, such as Arabian nights; Defoe and his Robinson Crusoe; Grimm brothers and their folk tales.

Parton, James. Captains of industry; or, Men of business who did something besides making money. 2v. Houghton, 60c each. Spirited sketches for older boys about one type of the world's workers.

Individual juvenile biographies of men and women about whom children should know, on account of examples offered by their lives.

Moses, Belle. Louisa May Alcott. Appleton, $1.25. Pictures the wholesome, home-life of the real Jo, Meg, Beth and Amy of Little Women. Suited to younger children than Mrs. E. D. L. Cheney's standard biography.

Nicolay, Helen. Boy's life of Abraham Lincoln. Century. $1.50. A scholarly and interesting biography by the daughter of Lincoln's secretary, adapted to adults and high school students. C. W. Moore's and F. C. Sparhawk's biographies are better for younger children's reading.

Richards, L. E. Florence Nightingale, the angel of the Crimea. Appleton, $1.25. The story of this pioneer army nurse and working philanthropist is a favorite subject with girls. This biography is written with particular interest and sympathy and brings out Miss Nightingale's great and womanly qualities.

Lang, Andrew. Joan of Arc, Children's hero stories. Dutton, 50c. Tells the story of the Maid's life very simply and clearly. L. M. Boutet de Monvel's Joan of Arc, Century, $3. Tells the story in pictures which are at once simple, spirited and dignified. The text of the artist is a brief, simple narrative.

Merz, Heinrich. Louise, Queen of Prussia. Life stories for young people, McClurg, 60c. The only separately published biography for children of the beautiful and noble queen.

Lang, Jeanie. Story of General Gordon, Children's hero stories, Dutton, 50c. The children's hero stories are attractively gotten up little volumes, adapted to children of from 6 to 10, and varying in merit, both in their subject matter and colored illustrations. Besides those mentioned in this list, some of the best biographies included, are of boys' favorite heroes, such men of action as Sir

Francis Drake, Livingstone, Stanley, Columbus, Sir Walter Raleigh and Captain Cook.

(C) Travel

Four travel series, popular with children. Listed in order of difficulty.

Peeps at many lands. Macmillan, each 75c. Descriptive sketches and colored pictures introducing the English child to the life, history and folk lore of various countries. The colored illustrations for this attractive, but unsubstantially bound series, are taken from beautiful books of travel published by Black. In some books of the series the language and treatment is too mature for all but high school children and adults. Some of these suited in interest to children from ten to fourteen, are Jungman's Holland; Grierson's Scotland; Leith's Iceland; Kelley's Burma and Egypt; Finnemore's India, Italy, The Holy Land, Japan, Morocco, and Switzerland; Johnston's China and Young's Corsica.

Little people everywhere. Little, 60c. A series of 12 volumes by E. B. McDonald and Julia Dalrymple describing child life in different countries in story form, with information on customs, daily life, history, etc. Though very instructive, the style is less stilted than in the Little Cousin series. The illustrations, one colored and eight or nine from photographs, are good, the paper and binding unsatisfactory. Four of the best are: Kathleen in Ireland, Manuel in Mexico, Ume San in Japan, Rafael in Italy.

Little Cousin series. Page, 60c. For younger children than either of above series. Most volumes of the series are useful, few can be recommended with any enthusiasm, all are very popular with children. The large number give fairly accurate information in a style entirely without distinction. The best are Headland's China and some of the volumes by Blanche McManus. The illustrations are of little merit.

Library of travel. Flanagan, 50c. Accounts of journeys to various countries, describing the sights which the average traveler observes, but containing less on social life and customs than the Little people everywhere and Little Cousin series, and nothing of history and economic conditions as in Peeps at many lands.

Numerous illustrations. Best volumes of the series are the Little Journeys to England and Wales, Germany, Norway and Sweden. Will be useful to supplement geography on these countries.

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Historical Fiction

Some, so called, has nothing of period but names, dates and a few surface facts. Example, the Henty books. The ideal historical story reproduces the social life of the times, its habits of thought and speech, so far as influenced by external conditions, and its equipment, that is, its dress, furniture, etc. Some historical stories do not deal with any noted characters, but merely have a setting of a certain historical period.

Some good historical stories

Bennett, John. Barnaby Lee. Century, $1.50. New Amsterdam in the days of Peter Stuyvesant, 1664.

Bennett, John. Master Skylark. Century, $1.50. A Story of Shakespeare's time.

Brooks, E. S. Master of the Stronghearts. Dutton, $1.50. Story of Custer's last rally.

Brooks, Noah. The boy immigrants. Scribner, $1.25. Rush to the California gold fields in 1849.

Clemens, S. L. The Prince and the Pauper. Harper, $1.75. Boyhood of Edward VI.

Chase, J. A. Mayken, a child's story of the Netherlands. McClurg, $1.20. Adventures of the little daughter of William of Orange.

Cooper, J. F. The Spy. Houghton, $1. New York in the Revolution.

Dix, B. M. Merrylips. Macmillan, $1.50. Cavalier and Roundhead times.

Dix, B. M. Soldier Rigdale. Macmillan, $1.50. Early days in the Plymouth colony.

Goss, W. C. Jed. Crowell, 75c. Civil war, 1861-65. Boy's experience in Andersonville prison.

Goss, W. L. Tom Clifton. Crowell, 75c. Taking up a claim in Minnesota in days before the Civil war. Shows the building up of the country and pioneer privations.

Huntington, H. S. His majesty's sloop, Diamond Rock. Houghton, $1.50. English naval warfare in Nelson's time.

Martineau, Harriet. Peasant and the Prince. Routledge, $1.75. French revolution.

Pyle, Howard. Men of iron. Harper, $2. England in the 14th century.

Pyle, Howard. Otto of the silver hand. Scribner, $2. Robber barons of Germany, 13th century.

Seaman, A. H. Jacqueline of the carrier pigeons. Sturgis, $1.25. Siege of Leyden.

Seawell, M. E. Little Jarvis. Appleton, $1. Fight of the Constellation and "La Vengeance," 1810.

Seawell, M. E. Rock of the Lion. Harper, $1.50. Siege of Gibraltar, 1779-83.

Stockton, F. R. Story of Viteau. Scribner, $1.50. Burgundy, France, 1226.

Thomas, M. M. Captain Phil. Holt, $1.50. Boy's adventures in the army during the Civil War.

True, J. P. Stuart Schuyler stories: Scouting for Washington; Morgan's men; On guard, Little, each $1.50.

Yonge, Charlotte. Little duke. Macmillan, $1.25. Richard the Fearless of Normandy, son of William the Conqueror, 935.

Yonge, Charlotte, Lances of Lynwood. Story of the reign of Edward III, 1327-77, and of the Black Prince.

Yonge, Charlotte. Unknown to history. Macmillan, $1.25. Captivity of Mary, queen of Scots.

Zollinger, Guielma. (W. Z. Gladwin.) A boy's ride. McClurg, $1.50. French wars in the reign of Henry III of England, early 13th century.

Adult historical novels interesting to older children

Bynner, E. L. The Begum's daughter. Houghton, $1.25. New York under the English and the Dutch.

Bynner, E. L. Zachary Phips. Houghton, $1.25. Burr's treason, War of 1812, Seminole war.

Churchill, Winston. The Crisis. Macmillan, $1.50. Civil war. Introduces Lincoln, Grant and Sherman.

Dickens, Charles. Tales of two cities. Scribner, $1.50. French revolution.

Doyle, Sir Conan. Micah Clarke. Harper, $1.75. James II. Monmouth's rebellion.

Doyle, Sir Conan. White company. Harper, $1.75. Edward III and the battle of Crécy.

Doyle, Sir Conan. The refugees; a tale of two continents. Harper, $1.75. The edict of Nantes; Hugenots in America.

Ford, P. L. Janice Meredith. Dodd, $1.50. Historically accurate story of the American revolution.

Kingsley, Charles. Westward ho! or, The voyages and adventures of Sir Amyas Leigh. Macmillan, $1.25. Sea-fighting with Drake in the reign of Elizabeth.

Lytton, E. G. Bulwer- Harold, the last of the Saxon kings. Little, $1.25.

Lytton, E. G. Bulwer- Last days of Pompeii. Little, $1.

Lytton, E. G. Bulwer- Last of the barons. Little, $1.25. Warwick, the King-maker, and his strife with Edward IV.

Major, Charles. When knighthood was in flower. Bobbs, $1.50. Romance of Mary Tudor, sister of Henry VIII of England.

Mason, C. A. A lily of France. Amer. Bap. Pub. Soc. $1.10. Charlotte de Bourbon, afterwards wife of William of Orange.

MacDonald, George. St. George and St. Michael. McKay, $1.25. Romance of the Civil War in England, 1645-1648.

Mitchell, S. W. Hugh Wynne. Century, $1.50. Autobiographic story of the American Revolution.

Porter, Jane. Scottish chiefs. Burt, $1. Wallace and Bruce.

Saintine, J. B. Picciola. Burt, $1. Time of Napoleon I.

Scott, Sir Walter. Ivanhoe. Macmillan, $1.25. Time of Richard of England and Robin Hood.

Scott, Sir Walter. Quentin Durward. Macmillan, $1.25; school edition, 60c. Time of Louis XI of France.

Scott, Sir Walter. Peveril of the Peak. Macmillan, $1.25. Reign of Charles II of England.

Scott, Sir Walter. The Talisman. Macmillan, $1.25; school editions, 25c, 50c. Richard Coeur de Lion (Richard III of England) and the Crusades.

Stevenson, R. L. The black arrow. Scribner, $1. War of the Roses in time of Henry VI of England.

Stevenson, R. L. Kidnapped. Scribner, $1.50. Scotland after the rising in support of Prince Charlie, 1745.

Wallace, Lewis. Ben Hur; a tale of the Christ. Harper, $1.50. Roman rule in Palestine.

Weyman, Stanley. A gentleman of France. Longmans, $1.25. Time of Henry of Navarre (Henry IV of France). Hero one of Condé's veterans.

Weyman, Stanley. House of the Wolf. Longmans, $1.25. Massacre of St. Bartholomew; France in the Reign of Charles IX.

Weyman, Stanley. Under the red robe. Longmans, $1.25. Episode of Richelieu's time; Louis XIII of France.

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Animal Stories

In this class of stories it is difficult to draw a sharp line between true stories and fiction, for, even in those told as true, the author often describes the life of a typical rather than an actual animal hero, and takes the story writer's license of inventing or arranging incidents.

Nearly all, however, give an accurate idea of animal traits and animal intelligence, and will add to a child's acquaintance with and love of animal life.

(a) *Wild animals at large or in contact with human beings*

Breck, Edward. Wilderness pets at Camp Buckshaw. Houghton, 1910. $1.50. True stories of Uncle Ben's wild pets, with photographs.

Jordan, D. S. Story of Matka. School edition. Whittaker & Ray-Wiggin Co. 1909. 75c. Story of the fur seal, written from personal observation on the Privelov islands.

London, Jack. The call of the wild. Macmillan, 1903. $1.50. The dog hero lapses into savagery because he is abused and forsaken by human-kind.

London, Jack. White fang. Macmillan, 1906. $1.50. A wolf with a strain of tame blood. His birth in the wild and final submission to the mastery of man, are in direct antithesis to the Call of the wild. Both will interest older children.

Long, W. J. Little brother to the bear and other animal stories, 1903; Secrets of the woods, 1901; Ways of wood folk, 1899; Wilderness ways, 1900; Wood folk at school, 1902. Ginn, each 50c. "Thompson-Seton and William Long may or may not be absolutely trustworthy observers, but they indisputably attract children to the outdoor world, beget curiosity, nourish kindness, open the eyes and direct the vision." J. R. Colby, Literature and life in the school.

Roberts, C. G. D. Haunters of the silences, Page, 1902. $2. Vivid dramas of animal life beyond the range of ordinary observation in forest and deep sea, the theme being the fierce struggle for existence among all living creatures. For older children.

Roberts, C. G. D. Kindred of the wild. Page, 1902. $2. School edition, Grosset, 75c. Stories in this volume are published singly; Haunter of the pine gloom (the lynx); King of the Mamozekel (the moose); Lord of the air (the eagle); Watchers of the camp fire (the panther). Page, each 75c.

Roberts, C. G. D. Red fox. Page, 1905. $2. Life history of a fox of rare strength and intelligence, bringing out fox instinct and the dangers that beset animal life.

Roberts, C. G. D. Watchers of the trails. Page, 1904. $2. Two of these stories, The return to the trails and Little people of the sycamores, are published separately. Page, each 50c.

Seton, E. T. Biography of a grizzly. Century, $1.50. Story of a grizzly bear in Yellowstone Park.

Seton, E. T. Lives of the hunted. Scribner, 1901. $1.75. See note under W. J. Long. School edition includes four stories from above: Krag, Johnny Bear, Randy and Chink. Scribner, 50c.

Seton, E. T. Wild animals I have known. Scribner, 1898. $2. School edition, under title, Lobo, Rag and Vixen, includes selections from above. Scribner, 75c.

Slivitski, A. Baby Mishook; or, The adventures of a Siberian cub, tr. from the Russian by Leon Golschmann. Caldwell, 60c.

Wright, W. H. Ben, the black bear. Scribner, 1910. 60c. Story of a bear cub, caught and tamed by the author.

(b) *Stories of animals in captivity,* and the hazardous lives of trainers.

Bostock, F. R. The training of wild animals; edited by Ellen Velvin. Century, 1903. $1. Author a great trainer.

Roberts, C. G. D. Kings in exile. Macmillan, 1910. $1.50. The life in confinement of the lords of the great woods and open spaces of the North West. Roberts' animal stories are of the best type. They are dramatic and entertaining, but the author does not, to any extent, substitute his own psychology for the mental processes of the animals.

Velvin, Ellen. Behind the scenes with wild animals. Moffatt, 1906. $2; Wild animal celebrities. Moffatt, 1907. $1.

(c) *Stories of domestic animals*

Brown, John. Rab and his friends and other stories of dogs. Houghton, $1. School edition, Heath, 20c. Stories which neither sentimentalize human nature nor dog nature.

Craik, G. M. So-fat and Mew-mew, edited by Lucy Wheelock. School edition, Heath, 20c. Story of a family dog and cat.

Ford, Sewell. Horses nine; stories of harness and saddle. Scribner, 1903. $1.25. Short biographies of a circus horse, a draught horse, a fire horse, a hunter, etc.

Hutton, Lawrence. Four dogs and some more dogs, in his A boy I knew and four dogs. Harper, 1900. $1.25. Stories of the author's dogs.

Ollivant, Alfred. Bob, son of Battle. Doubleday, 1901. $1.50. Dramatic story of two Scotch collies, Owd Bob and his enemy, Red Wull.

Ramée, Louise de la. Dog of Flanders. Lippincott, 50c. Pathetic story of a little Flemish boy and his big dog.

Tappan, E. M. Dixie Kitten. Houghton, 1910. $1. Story of a little barn cat which through intelligence and affection becomes a house cat.

White, E. C. Brothers in fur. Houghton, 1910. $1. Views of four cat brothers and their mother about life and the family they live with.

Wright, M. O. Dogtown. Macmillan, $1.50. School editions, 50c and 75c. Chapters from the annals of the Waddles family set down in the language of house people.

(d) *Stories teaching proper care and treatment of animals,* often used as Humane Society literature. This type of story often makes too great an appeal to the emotions.

Saunders, Marshall. Beautiful Joe. Whitaker and Ray, 30c.

Segur, S. R. Comtess de. Story of a donkey, abridged from the French by Charles Welsh. Heath, 20c.

Sewall, Anna. Black Beauty. Crowell, 60c.

(e) Fanciful animal stories in which the animal characters have human traits and convey lessons in human conduct. Most of these, especially the Jungle books and Lägerlof's Nils, are admirable combinations of natural science and the wonder-tale element.

Bertelli, Luigi. (Vamba, pseud.) The prince and his ants, translated

from the Italian by S. P. Woodruff, edited by V. L. Kellogg. Holt, 1910. $1.35. A little boy who doesn't like to study is turned into an ant and has adventures among the insects.

Kipling, Rudyard. Jungle book, 1893; Second Jungle book, 1895. Century, each $1.50. How the boy Mowgli, child of the wolves, learned the secrets of the jungle from his animal friends. "They suggest that freedom goes, not with lawlessness, but with loyalty and obedience, kindness and justice." J. R. Colby, Literature and life in school.

Lägerlof, Selma. Wonderful adventures of Nils, 1910; Further adventures of Nils, 1911, translated from the Swedish by V. S. Howard. Doubleday, each $1.50. An idle, cruel boy, reduced to elfin size for malicious mischief, travels with the wild geese and learns lessons of love and helpfulness.

Reynard the Fox, adapted by E. L. Smythe. American Book Co. 80c. Provided with a modern ending suggested by a child. Excellent woodcuts.

Multigraph 21

Some Good Lists of Children's Books

Arnold, G. W. compiler. A Mother's list of books for children. McClurg, 1909. $1. Compiled for home use. Arranged according to the age of the child, from 2 to 14. Annotated. Gives prices. Humorous books are starred and the few sad ones marked by a circle. An excellent list.

Boston Public Library. Finding list of fairy tales and folk stories. 1908, paper, 5c. An index to books in the branches of the Boston Public Library which would be useful in any library owning many collections of fairy tales.

Brookline, Mass. Public Library. Something to read for boys and girls. 1908, paper, free. Annotated list of interesting books, arranged in 11 groups, under such headings as, Stories for boys, Occupations for girls, Our own country, Famous old stories, etc.

Brooklyn Public Library. Books for boys and girls, approved for use in its children's rooms. 1911, paper, free. About 1700 titles, roughly classified by subject, with author list giving prices. Omits standard adult books. Best books starred. Not a list of choice books only.

Buffalo Public Library. Class-room libraries for public schools, edition 3. 1909, paper, 25c. Books selected with special reference to school work. Listed by grades, with author-title index and subject index. Gives prices. No notes. Includes a list of books suggested for school reference libraries and one of stories about children for teachers and parents.

Children's catalogue, compiled by M. E. Potter, Bertha Tannehill, and E. L. Teich, Minneapolis. H. W. Wilson Co. 1909. $6. Part 1 is a guide to the best reading for young people based on 24 selected library lists. 3000 books listed under author, title and subject. Brief descriptive notes given. Numbers in parentheses after titles indicate the grade to which the books are suited. Should be used with some care as a few of the lists indexed contain titles unworthy of recommendation or now superseded by better books. Part 2 is an author and subject index to vols. 28 to 36 of St. Nicholas and includes analytical subject references to about 500 books listed in Part 1.

Coussens, P. W. compiler. 1000 books for children. McClurg, 1911. $1. Prepared by the head of the juvenile department of the largest book store in the world. Arranged in 19 groups, graded by age and sex, with author and title index. Short descriptive notes. Intended for use by children as well as adults. Not so valuable as some of the shorter lists.

Hassler, H. E. compiler. Graded list of stories for reading aloud. Indiana Public Library Commission.

Hewins, C. M. compiler. Books for boys and girls, a selected list, edition 2 revised. A. L. A. Publishing Board, Chicago, 1904, paper, 15c. Roughly classified under subject. Gives prices. Not primarily intended for the use of children themselves, but for the use of fathers and mothers. Includes historical tales and

traditions that are the common property of the world; also stories which broaden the horizon of children, cultivate their imagination and love of nature, and add to their stock of general knowledge. Gives a few explanatory notes.

Hyatt, B. E. compiler. Biography for young people. New York State Library, 1901, paper, 15c. List of collected biographies, followed by individual biography arranged under the names of the individuals and a classified list of the subject of the biographies. Gives prices. Best books starred. Annotated.

Kennedy, H. L. compiler. Suggestive list of children's books for a small library. Wisconsin Library Commission, Madison, Wis. 1910, paper, 25c. List of 483 titles for children in the first eight grades, followed by lists of books for youngest readers, books for mothers and teachers, beautifully illustrated books, children's stories for telling and reading aloud, popular stories for boys and girls, classified by subject, and books appearing in series. List of 483 titles is roughly classified by subject. Annotated. Author and title index to the whole. Includes both standards and books for popular reading. Lists many Swedish and Norwegian stories and myths. Gives prices, listing more than one edition. Maltese cross indicates 100 titles for first purchase. A very helpful list.

Moore, A. C. compiler. List of books recommended for a children's library. Iowa Library Commission, paper, free. A short list, very carefully selected and arranged under subjects. Includes picture books and easy books for little children. Excludes books by standard authors not written for children. No notes. Introduction: Suggestions for the selection and purchase of children's books. Gives prices.

Newark, N. J. Free Public Library. Books for boys and girls. 1912, paper, 5c, by mail, 10c. 1656 titles. Author list followed by classified arrangement under subject. Omits books for the very young. Contains many books on sciences and trades and a good many standard works in English and American

literature. Starred titles are those recommended by the Newark Board of Education for supplementary reading for pupils in grades three to eight. No notes.

Newark, N. J. Free Public Library. Reading for pleasure and profit, paper, 5c, by mail, 10c. Books which high school students, especially those in the Barringer High School of Newark, have found attractive. Divided into 8 parts for convenience in suggesting books to pupils from 14 to 18 years of age in the several high school grades. No annotations. Includes a little modern fiction. Lists individual poems.

Oregon Library Commission. List of books for school libraries of the state of Oregon; part 1, books for elementary schools and for country districts; part 2, books for high schools. 1907, paper. Each part is roughly classified by subject, with author and title index, and annotated. Part 1 notes against each title the grades to which it is suited. Durable, inexpensive editions have been chosen.

Pittsburgh, Pa. Carnegie Library. Catalog of books annotated and arranged for the use of the first 8 grades in the Pittsburgh schools, 1907, paper, 35c, by mail, 50c. Grading based on the experience of teachers in Pittsburgh schools. Roughly classified by subject under each grade. Author and title index. Particular attention paid to choice of editions. Annotations are chiefly for the teachers and from their standpoint.

Pittsburgh, Pa. Carnegie Library. Catalog of books in the children's department. 1909, paper, 75c, by mail, $1. Lists 2500 books. Compiled primarily to help the children using the Pittsburgh library, and with notes helpful to the children, but intended also as a select bibliography of children's reading for mothers, teachers and librarians. Includes author list, annotated, with prices; subject index, which refers to parts of books as well as to whole books, and title index.

Pittsburgh, Pa. Carnegie Library. List of good stories to tell to children under 12 years of age. 1906, paper, 5c.

Stanley, H. H. compiler. 550 children's books, a purchase list for public libraries. American Library Association Publishing Board. 1 Washington St. Chicago. 1910, paper, 15c. Tries to give approximately the most wholesome, interesting and useful books for average public library work. Excludes picture books and most adult books. Subject arrangement. Easy books marked C. Gives prices.

Note to teacher. The November, 1907 number of Work with boys, published by the General Alliance of Workers with Boys, Fall River, Mass. contains excellent lists of books for and about boys.

The A. L. A. catalog, 8000 volumes for a popular library, 1904, paper, $1, to be obtained from the U. S. Superintendent of Documents, Washington, D. C. lists many good juveniles. A supplement has just been issued.

For new juveniles, carefully selected, consult current issues of the A. L. A. booklist, $1 a year, issued monthly by the American Library Association Publishing board, Chicago, Ill. The subject index of the A. L. A. booklist, covering v. 1–6, January 1905, June 1910 and a supplement including v. 7, September, 1910, June 1911, lists under subject all children's books recommended by the Booklist during that period.

Multigraph 22

Questions on Lists of Children's Books

Compare briefly in writing:

(1) Hewins, C. M. compiler. Books for boys and girls.
Newark, N. J. Free Public Library. Books for boys and girls.
Stanley, H. H. compiler. 500 children's books.

(2) Select 10 books of fairy tales for a school library from Pittsburgh, Pa. Carnegie Library. Catalog of books in the children's department, Carnegie library, 1909. List them. Put an H against those titles found also in the Hewins list, an N against those titles found on the Newark library's list, Books for boys and girls, and a C against those found in the Children's catalog.

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Newark, N. J. Free Public Library. Reading for pleasure and profit, paper, 5c, by mail, 10c. Books which high school students, especially those in the Barringer High School of Newark, have found attractive. Divided into 8 parts for convenience in suggesting books to pupils from 14 to 18 years of age in the several high school grades. No annotations. Includes a little modern fiction. Lists individual poems.

Oregon Library Commission. List of books for school libraries of the state of Oregon; part 1, books for elementary schools and for country districts; part 2, books for high schools. 1907, paper. Each part is roughly classified by subject, with author and title index, and annotated. Part 1 notes against each title the grades to which it is suited. Durable, inexpensive editions have been chosen.

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(3) In which of these compilations do you find lists of illustrated books?

(4) Which bibliographies list school stories by themselves?

(5) How many and what editions of Bunyan's Pilgrim's progress are listed in Kennedy? In the two Pittsburgh lists?

(6) Find three stories about *courage.* In listing these, note in which bibliography each was found.

(7) Find in any of these lists one story in which Mary Stuart, queen of Scots, figures.

(8) Give authors and titles of three books which contain accounts of the Taj Mahal.

(9) Make a list of ten books for a boy of 12. Include a historical story, a sea story, a biography, a book about Indians and one on how to make and do things.

Modern American Library Economy As Illustrated by the Newark N. J. Free Public Library

By John Cotton Dana

Part VI

Art Department

Section 1 Large Pictures, Educational and Decorative

By Marjary L. Gilson and J. C. Dana

THE H. W. WILSON COMPANY
MINNEAPOLIS, MINNESOTA

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Large Pictures, Educational and Decorative

Pictures for decoration and for illustration, maps, charts, diagrams and broadsides, large enough to be seen across a school room, are much sought for by teachers and are used in the Newark schools each year more and more.

This pamphlet describes the Newark library's collection of large decorative and educational pictures. The word large is used to mean pictures of such a size as to permit their details to be quite closely distinguished across the average school room. Very few of those in this collection are less than 14" x 20", and the dimensions of most of them are 36" x 30" or more.

Pictures form a Universal Language

Pictures seem to form the fundamental and universal language. They appeal to the dullest minds. The reason for this is obvious. Long before any save the smallest remnant made use of printed words; long before any save the supermen of their day used even the rudest hieroglyphs; long before speech, even among the elect, had passed the stage of almost meaningless grunt and mow and mew; long, indeed, before man learned to stand erect, the outer world came to be to him a series of pictures, each with an unspoken and unwritten explanation which his mind automatically supplied. Of all our eye and brain adjustments one of the earliest to be selected, preserved and improved was surely that which made of the outer world a series of meaningful illustrations. As ages passed, this adjustment of eye and brain become more perfected, and more completely inherited. One must walk warily in the field of pre-historic and pre-educational psychology; yet one may venture to say that, while nature has never yet given to the natural man the power of speech or the power of

best photographs of paintings convey to the observer much of the beauty and charm of their originals, and are far more than the mere shadows they are sometimes called. Great portraits reproduced in large photogravures are often wonderfully striking and effective. Pictures of masterpieces of architecture and of sculpture convey to the observer much of the splendor and beauty which architects and sculptors put into the originals.

Not only are large photographs and photographic reproductions of all kinds often full of interest and beauty themselves; they also serve an admirable purpose in that they acquaint those who see them with the world's great art creations. They can and often do help to set a standard of good taste. Moreover, knowledge of the famous buildings, sculptures and paintings of the world is knowledge which it is wise to encourage all people, both old and young, to acquire. Such knowledge seems to form a part of the proper inheritance of every new generation.

Large and clear photographs of famous works of art deserve, therefore, the high praise they have received and are rightly considered to be part of the proper equipment of every well-furnished school and library. In less degree the same may be said of the large engraving, though good engravings, worthy of a place on the wall, and large enough to be seen well at a distance, are very few and very expensive.

Landscape photographs, especially of spots which are beautiful and are full of literary or historical associations, are also attractive and appropriate in large public rooms like those in libraries and schoolhouses.

Large Photographs, Their Limitations

All these monochrome pictures are monochromes still, in spite of all that can be said in their favor, and add little of brightness, color and distinction to the rooms in which they are placed. They seem to be more properly employed when they are hung occasionally for a few days or a few weeks, than when they are used as part of a permanent scheme for making a room more inviting and interesting.

The force of the argument in favor of their use which is based on the admitted fact that the objects which they reflect—buildings, sculptures, paintings—should be made familiar to the young, has been much weakened by the production in recent years of innumerable small

pictures of famous art products, which are sold for from one cent to 20 cents each. The same sum, $30 or $40, which may be spent on one large handsomely framed photograph, hung on the wall and seen day after day without comment from teachers or others until it becomes a mere feature in the un-loved landscape of the school-room, will now buy 25 small but attractive pictures of each of 120 to 160 different subjects, each as beautiful, and as important educationally as the subject of the large photograph. A teacher, putting one of each of the 25 copies in the hands of each of a class of 25, can by appropriate comments make the penny half-tones tell almost as much to her pupils of history, biography, design, and many other topics as can the large and expensive framed carbon on the wall.

The Newark Collection of Lithographs; its Origin

Nearly 20 years ago my attention was drawn to the large colored lithographs published in England by the Guild of the Iron Cross, and several of them were purchased for the Public Library in Denver. The artists who made them were men of skill and good repute. They tried to design for the Guild pictures which would attract and appeal to young people, and would appropriately adorn the walls of schools maintained by the English Church. Not all of them, by any means, have a religious tone or point any moral. They are still on sale and the list of them, referred to elsewhere (Bell. Fitzroy pictures) is much larger than it was in 1895. Only a few of them seem to meet with much favor in this country.

My next discovery was of the lithographs by Henri Rivière, some 12 years ago. These are exquisite in color and the best of them seem to please all who see them, both old and young. As the detailed statements elsewhere given show, these Rivière prints cost about twice as much as the German ones; but seem to excel the latter in beauty of color and refinement of composition.

Soon after we purchased for this library, about 1902, copies of some of the Rivière prints, we learned of the lithographs published in Germany by Teubner, Voigtländer and others, and placed a number of them on the library's walls, and found them very satisfactory. They soon began to attract attention. In 1903 we gave an exhibition of large decorative pictures in which these German prints were the

Fig 1. Whitewood racks in which large pictures are stored, showing base or platform, upright supports from base, and labels on uprights.

Fig 2. North end of the Art Department room showing boxes in which the picture collection is filed. Covers, supports for covers and storage bases are shown.

Fig 3. No. 1. Caesar's Triumphal Procession. 46 A. D. One of 24 historical pictures in color. Size, 35" x 28". Lohmeyer. 75 c each. No. 2. Interior of a Roman House. One of 19 pictures in color, illustrating the history of civilization in

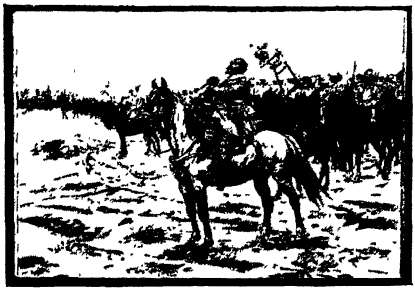


Fig 4. No. 1. Columba, by Gere, a Fitzroy picture in color. Size, 14" x 32". Bell & Sons, London. 60c. No. 2. Prayer of Gustavus Adolphus before the battle of Luetzen. One of 24 historical pictures in color. Size, 34" x 25". Lohmeyer. 75 c each. No. 3. The Crusaders, by Gerald Moira. One of 10 historical pictures in color. Size, 26" x 19". Hanfstaengel. $20 net for the set, or $2.50 each. No. 4. Roman Soldiers. One of 11 pictures of Greek, Roman, Egyptian and Jewish subjects in color. Size, 32" x 23". Lehmann. 70c each.

main feature. Many inquiries concerning them came from teachers and visitors. We purchased more and began to lend them.

We were already familiar with some of the distinctly educational lithographs published in Germany before we began to buy the purely decorative ones. Inquiries concerning the former led to the discovery of Bibliotheca Paedegogica elsewhere described, and from this and other catalogs we began to order such prints as we found would be used by teachers, and have now in stock, as a result of about ten years of selection, trial and purchase, 800 different pictures.

Of the decorative lithographs, rather of art lithography in general, German critics have written much that is interesting and suggestive. Some of their remarks we have paraphrased as follows:

Art Lithography

"Art lithography is called upon to do for the 20th century what wood engraving did in the 15th and 16th and copper etching in the 18th. It is the only kind of reproduction which shows satisfactorily the workmanship of the original. Here the artist designs his picture with the thought always before him that it is to be reproduced in a manner which makes possible striking color effects, yet allows the finest distinctions in color tones. He himself traces the drawing on the stone and takes the impression. Thus in every line and detail the lithograph is an expression of the artist's personality.

"Art lithography is the long-awaited people's art. No other kind of reproduction can compare with it in artistic merit. It furnishes us with large colored pictures which reflect the strength and power of the artist, awaken in children a feeling for the beautiful and through their unobtrusive presence accustom them to artistic surroundings. They are inexpensive enough to come within the reach of all. They illustrate Germany in all its wonderful phases; its animals and plants, its scenery and the life of its people, its factories and manufactures, its ships and machines, its cities and its heroes, its folk tales and songs. They appear to good advantage in the midst of imposing surroundings and in the simplest dwellings. The architect finds them helpful in furnishing large rooms of all kinds, like assembly rooms, rooms in educational institutions, in libraries and in public buildings generally. Authoritative critics have recognized the high merit of the pictures, and discriminating

persons in many countries have encouraged their production by purchase and recommendation."

Large American Historical Pictures much needed

One of the things greatly needed in this country is a collection of large colored pictures of American history, scenes and notable natural features. No publisher has thus far ventured to take up the work of issuing such a collection. Meanwhile it is fortunate that we can purchase in Germany for a few cents very excellent, quite accurate, instructive and attractive pictures of some of the great natural features of the North American continent, and of many of its larger animals and birds. These, although they are not intended for school room decoration, could often be used to greater advantage on the walls of a school room than a reproduction in black and white of a famous painting.

We should qualify this statement by saying that the management of the clothing firm of Hart, Shaffner & Marx have published a number of very beautiful lithographs and half tones, illustrating historic scenes and incidents in American history. This firm will undoubtedly gladly respond to all reasonable requests for some of its very beautiful pictures.

Location in the Art Department

The large pictures described in this pamphlet are stored in and lent from the art department, which is on the third floor of the main library building. See Art Department.

The Picture Collection

This collection has been described in a pamphlet in this series, The Picture Collection. When that pamphlet was written the collection was on the first floor and formed part of the school department's equipment. It outgrew the space which that department could give it, and is now in the art department on the third floor, with the large pictures described in this pamphlet. The art department is an "L" shaped room of which the picture collection now occupies one arm, a space 22' x 50'. This space is occupied by 108 boxes in which are filed the small pictures on mounts or in folders, 13" x 17 1-2", three racks placed end to end in which the lithographs are stored, a working table on which pictures are trimmed and mounted, another table on which borrowers may lay pictures which they wish to examine, the

desk at which the pictures are charged and returned and a small desk used by the person in charge of the room.

Since the publication of The Picture Collection pamphlet the number of small pictures has increased to 350,000, of which 40,000 are mounted and 310,000 unmounted. When the pictures were transferred to the art department they were filed with the more valuable plates already kept there. The entire picture collection, therefore, stands in the alphabetic order of its subjects in a single and continuous vertical file, with the exception of the photographs and a few of the finest plates—which are taken out of the main alphabet, and filed by themselves in one row of the picture collection boxes—and the oversize portfolios of plates which are stored in the shelves below the picture collection. See Art Department. These two groups are not very commonly asked for and are saved the wear and tear of constant handling by this method of separate filing, a method which does not prevent them from being readily accessible.

Discovering and Selecting Large Pictures

The introductory paragraphs of this pamphlet have shown how we first discovered the lithographs which form the majority of our collection of large pictures.

The selection of new subjects is now made chiefly by the use of the Bibliotheca Paedagogica, which has many illustrations both in black and white and in color. The catalogs of the individual dealers are even more fully illustrated and so are extremely useful. Such catalogs are those of Voigtländer, Teubner, Meinhold, Verneau, who publishes, Rivière, etc.

A few firms in this country carry a stock of German lithographs and here of course the pictures themselves may be seen. Leubrie & Elkus, 456 Fourth Avenue, New York; Atkinson, Mentzer and Grover, 24 West 39th Street, New York, also in their Boston office, carry such a stock. The opportunity to see the pictures before purchasing makes the slightly higher prices asked by these firms in many cases worth while. Mr. A. Gerbel, 133 West 13th St,, N. Y., carries a set of samples which may be consulted and he, like Stechert and other importers, imports duty free for libraries and schools.

American and English publications are in many cases well illustrated

y catalogs and almost all firms in this country are willing to send ictures on approval.

Ordering

The imported pictures are bought through the regular library nporting agents from publishing houses in England, Germany and 'rance. The library orders through two New York agents, G. E. techert, 151 West 25th St., or, A. Gerbel, 133 West 13th St., lew York.

All foreign pictures may be imported duty free by schools and braries. The duty on imported pictures is about 25 per cent.

Orders for German lithographs are checked from Bibliotheca 'aedagogica, a yearly index to educational supplies, which includes bout 1500 pictures, both decorative and educational. This catalog nay be obtained from Stechert or Gerbel for about 15 cents.

Often several different prices are given for the same picture, according o the form in which it is offered for sale; in sheet, mounted on paste- oard, or on linen. When ordering, mention publisher, location in ibliotheca by section, part, serial number, artist and title, and state rice in accordance with the form in which you wish picture.

Pictures not listed in Bibliotheca are ordered from individual firms nglish, French or American. A list of dealers in large pictures, and catalogs which have been found valuable in the Newark library is ven near the end of this pamphlet. No attempt has been made to rnish a complete list of the publications of the several firms. Their talogs and Bibliotheca Paedagogica should be consulted for full ormation. References to Bibliotheca are made to the 1911 edition. an earlier edition is used, consult index of publishers for section sired.

The sizes of the pictures are given in this pamphlet in inches and e dimensions represent inside measurements, margin not included. ie width is given first in all cases, then height. The figures here en are sometimes for groups or series of pictures, and the pictures in ny series are not all of the same size.

Checking Bills

When pictures and bill are received, they are checked with the er in this manner: each entry on the bill is compared carefully

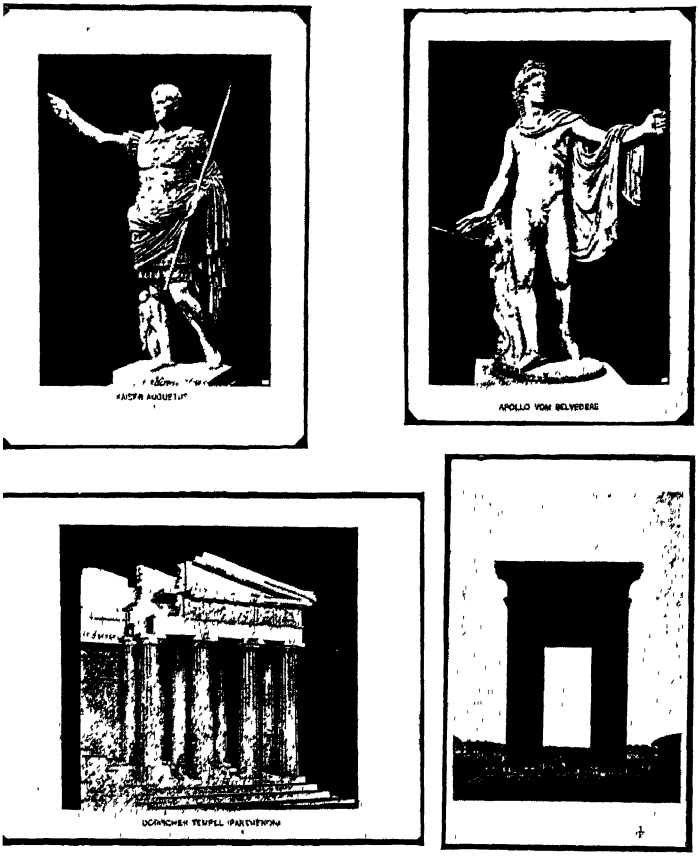


Fig 5. No. 1. Emperor Augustus. Size, 17" x 22". No. 2. Apollo Belvedere. ze, 17" x 23". No. 3. Doric Temple, Parthenon. Size, 20" x 18". Three of 250 ack and white photographic reproductions, called Seemann's Wandbilder, includ- g portraits, sculpture, painting and architecture of ancient and modern times. See- ann. 75 c each. No. 4. South Gate of the Temple of Khonsu. From Histoire : L'Art Egyptien by Prisse D'Avennes which contains many beautiful plates in lor. This book is rare and costly, but may be had at second hand.

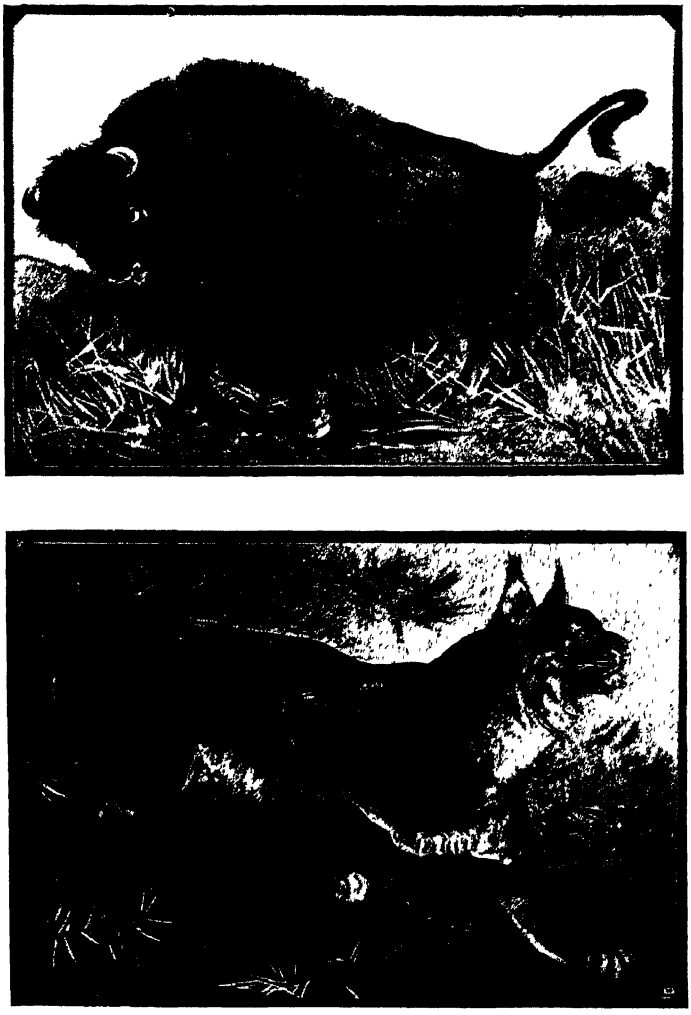


Fig 6. No. 1. Buffalo No. 2. Lynx. Two of 116 animal pictures in color. Size, 35" x 25". Meinhold. 33 c each.

Fig 7. No. 1. Elephant. No. 2. Lion. No. 3. Tiger. Three of 116 zoological pictures in color. Size, 24" x 33". Meinhold. 33 c each. No. 4. Orang-outang. One of 64 natural history pictures in color. Size, 24" x 33". Hartinger. 40 c each.

Fig 8. Anemone, by Walter Heubach. One of 11 botanical charts in color. In two parts, size of each part, 42" x 26". Otto Schmeil. $1 20 for the two parts. The two parts were placed together for this picture.

with each entry on the order list. A check mark is placed opposite each item on both order and bill where the two correspond with each other and with the picture. Pictures frequently are not labeled and great care has to be used to see that the order is being filled exactly. From the bill, which must first be expressed in American money, the subject, price, source and publisher are written with ink on the lower right corner of the face of the picture within the picture area, so that marking may not be lost when the picture is mounted and bound or framed.

Any discrepancies between bill and order are recorded and the dealer is notified accordingly.

When the bill is found correct in all details it is marked "Correct" with the initials of the assistant who has checked it, and is sent to the main order department of the library to be filed with other unpaid bills.

Accessioning and Cataloging

The collection includes about 800 different pictures. Of most of the pictures there are single copies only, a few are duplicated with three or four copies.

The accession record of lithographs and other large pictures is on cards, one card to each new subject, and additional copy numbers to pictures which are duplicates of those already in the collection. In front of the main accession record is filed a card, with the heading "Large Pictures: duplicates added." Under this heading are arranged in column by date the number of duplicates added, as:

1911	
Feb. 15.	10
Feb. 20.	2
Mar. 6.	4

the date given being the date of bill.

Another card following this series and with the heading "Large Pictures: total number added," records all additions by date, as follows:

1911	
Feb. 15.	25
Feb. 20.	12
Mar. 6.	9

The highest accession number therefore shows the number of different titles in the collection. To get the total number of pictures in the collection, the total number of duplicates is added to the last accession number. When it becomes necessary, a record of discards similar to the record of additions by date will be filed here for the purpose of getting statistics of the size of the collection. That such a record has not yet been necessary speaks well for the durability of pictures mounted and bound as here described. Lending of large pictures was begun in 1908.

The accession card gives full information and for lithographs is as follows. Cards for pictures made by other processes follow the same general arrangement.

Acc. No. Subject heading (in English) Artist when known.
Exact title (in German or French)
Publisher Source Cost
Additional subjects
Section in B. P. Page No.
Size in inches, width by height.

At the left side of the bottom of this card is a list of subjects under which cards have been made for the given picture, also t. cd., if title card has been made, and surname of artist when artist card has been made.

The catalog is a subject, and title if necessary, and artist index on cards, filed as in a dictionary catalog. The main or subject card is an exact copy of the accession card except that it does not include the list of other cards made. Secondary subject cards are made when necessary. These give secondary subject on first line. This is followed by " See " and main subject and foreign title. When it seems unwise to attempt to assign a subject heading, for instance to a decorative picture like Lieb Heimatland, ade, by Strich-Chapell, a sort of catch title is made to serve as subject, in this case, Farewell was used. The catch-title card here becomes the main card with full information. The exact foreign title is always given under the subject or catch title heading. The subject headings follow where possible the subjects used in the picture collection. See Picture Collection.

The artist card is made in the form of a series card with the artist's

surname on the first line followed by a title-a-line list of his works in the order in which they are added and in the language of the original title.

The accessioning and cataloging of pictures are done as soon as the bills are checked and before the pictures are mounted. The routine is as follows: From the bill, mark on lower right corner of picture area, in ink, subject, cost, source, publisher. With this information and publisher's catalog at hand make accession card for each picture. Note on record "Large Pictures: duplicates added" total number of duplicates with date, note on record "Large Pictures: total number added," total number with dates. Make subject, secondary subject if needed, or catch-title and artist cards. File all these cards, until pictures are returned, with charges to the bindery.

Mounting and Binding

The lithographs are bought in unmounted sheets. The original cost of the pictures is least in this form and they are then in the best shape for mounting. A uniform style of mounting has been adopted, one which makes them easy to handle and store, gives them an attractive look and wears well.

As soon as a bill of pictures is checked, a note of the number, date, and style of mount desired is made in the record of material sent to the bindery and the pictures are sent to the binding department with careful directions for mounting. Pictures to be framed and hung on the walls of the main library or its branches are mounted and fitted into frames. Those to be lent to teachers are mounted and bound as described below, without glass or frames.

When a new lot of pictures goes to the binding department, they are divided into two groups, those to be mounted and finally framed for decorative purposes and those to be finished for lending to teachers and others.

All pictures are mounted with flour paste. Recipe: For a small amount of paste a pound of flour is used. Stir enough water into the flour to make a thick paste. Beat it smooth. Add hot water, in which half a teaspoonful of alum has been dissolved, until the paste is a little thicker than milk. Place on the stove and let come to a boil, stirring constantly. Cool. It is then ready for use.

Pictures are mounted on heavy pulp board or compo board. For those 26" x 38" and smaller, the heaviest weight pulp board is used. This weight is No. 15, size 26" x 38". Cost per bundle of 15 sheets, 50 pounds, is $1.75, plus express charges from New York. The pulp board may be bought of Henry Lindenmeyr & Son, 20 Beekman St., N. Y.

The sheets of pulp board have rough edges, and about two inches are lost in trimming. The surface of this material varies greatly, some of it being quite smooth and some quite rough, rippled or pebbled. This roughness is not found to be a disadvantage even when it shows through the mounted picture.

If the picture to be mounted is nearly as large as a full size sheet of pulp board, it is pasted down before the board is trimmed. For smaller pictures, the board is cut to proper size before the picture is pasted on it. Mounted pictures are placed between sheets of pulp board and kept under moderate pressure before using for at least two weeks, and a week longer if possible.

For pictures larger than 26" x 38", compo board is used. Compo board is a carpenter's material, a quarter of an inch thick, made of strips of wood about an inch wide glued together between two layers of thin pasteboard. It costs 6 c. per square foot, comes in sheets 4 feet wide and may be had in any length up to 10 feet. The Newark library buys it of E. H. Harrison, 478 Broad St., Newark.

All mounts are backed with lithographed lining paper, Louis Dejonge & Co., 69 Duane St., N. Y. No. 27-4. Price $10 a ream. Size of sheets, 20" x 25". This paper is pasted down solid to counteract possible warping caused by pasting the picture on the front. We have tried other material than simple flour paste for mounting; glue and patent preparations. None of them has proved as satisfactory as carefully made flour paste.

The lithographed paper on the back, has been chosen after much experimenting. Dark paper is desirable that it may not soil easily, and it should be of such thickness and character that when pasted on the back of a picture, it would have, when drying, about the same pulling power as the picture.

The process of pasting the picture on the mount is this: Paste is

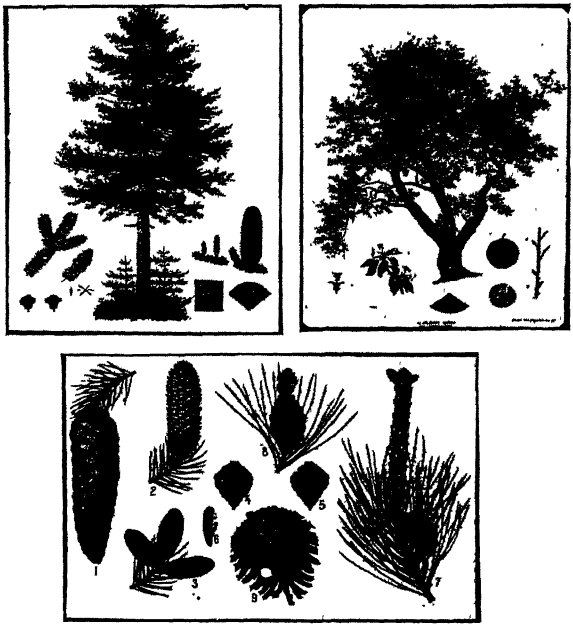


Fig 9. No. 1. Fir Tree. No. 2. Apple Tree. Two of 25 tree pictures in color. Size, 25" x 33." Hartinger. 40 c each. No. 3. Pine and Scotch Firs. One of 16 studies of plant life in color. Size, 37" x 26." Philip & Son, London. $1.25 each.

Fig 10. No. 1. Portrait of a Man, by Holbein. Size, 10 1-4" x 14." $3.50. No. 2. Portrait of Nicolaes Ruts, by Rembrandt. Size, 14 3-4" x 19 3-4." $3.60. No. 3. William II, Prince of Nassau, by Van Dyck. Size, 18 3-4" x 15 1-2." $5.00. No. 4. Portrait of a Man with a Carnation, by Van Eyck. Size, 10" x 13 3-4." $3.50. Photogravures. Berlin Photographic Co., N. Y. 10 per cent discount to schools and libraries on orders up to $50 and 25 per cent on orders over that amount.

Fig 11. No. 1. Ripening Wheatfield, by Volkmann. Size, 39" x 27." Teubner. $1.50. No. 2. Christmas Eve, by Hecker. Size, 30" x 22." Teubner. $1.25. These pictures are also offered by Atkinson, Mentzer & Grover among their Rhine Prints, No. 1 for $3, No. 2 for $2. This includes cost of transportation from Germany and importation charges.

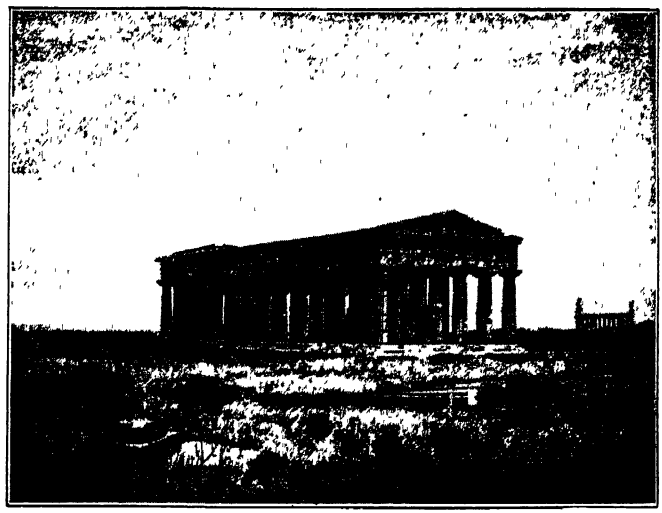


Fig 12. No. 1. The Oaks, by Kanoldt. No. 2. Temple of Paestum, by Roman. Size of each, 39" x 27." Teubner. $1.50 each. These pictures are also offered by Atkinson, Mentzer & Grover among their Rhine prints for $2.50 each which includes the cost of transportation from Germany and importation charges.

spread evenly upon the back of the picture which is then laid aside for a few minutes that the paste may soak into the paper a little. The picture is then laid upon the mount, smoothed out with a paste cloth, and the wrinkles are removed by carefully rubbing the picture from the center toward the edges. A thin paper must not be allowed to absorb much paste, or it may tear when being mounted. When the picture is smoothly in place on the mount, the lithographed paper is at once applied to the back of the mount in the same manner in which the picture was applied to the front. The mounted picture is then placed between two sheets of pulp board and put under pressure. The pressure sheets near the picture are changed every day or two so that the picture may dry more quickly.

After the mount is thoroughly dried, it is trimmed true to within 7-8 of the edge of the picture. Then the edges of the mount are bound, to within an inch of each corner, with strips of black library buckram, 1 1-2 inches wide. This is made at the Holliston Mills, Norwood, Mass.; N. Y. address, 67 5th Ave.

The buckram strip is so folded and creased that when in place it shows 7-8 of an inch on the face of the mount. This width insures space enough for the insertion of the grommets.

The corners are then covered with dark green pigskin cut in triangle shape and folded over like book corners. These corners are just large enough to meet the edges of the buckram binding and make a neat finish. The pigskin costs 39c. per square foot. Pigskin is very durable and prevents the frayed and battered corners which are common with entire buckram binding.

After the binding is thoroughly dry, two holes are punched in the top side in the binding and not in the face of the picture. In these holes grommets are placed for strength and finish. These grommets cost 55c. a gross. The labor of putting them in adds to the total cost about 5c. They are placed at uniform distances apart, according to the width of the picture; for pictures 2 feet wide or less, the grommets are placed 12 inches apart, 6 inches from the center each way, for those 2 feet and more, 18 inches apart, and for those 3 feet and more, 24 inches apart. When a picture which is to be bound for lending is small and has a wide white margin, this margin is left that it may be handled and

stored more readily. To prevent this white margin from being quickly soiled with handling, it is covered with dark green paper cut in strips wide enough to come within a quarter of an inch of the picture and close to the edge of the mount so that the outer margin may be bound in under the cloth strip. The strips are put on with paste just before binding. Dark green is used because it shows finger marks and rubbing from other surfaces very little. It is more durable and less costly than black. The entire process of mounting and binding costs about 75c. per picture.

For the treatment of pictures small enough to be placed on mounts 13 x 17 1-2 and used in the picture collection, see The Picture Collection. Pictures, maps, etc. called "large" and described in this pamphlet are from 14 x 20 to 27 x 42 in size. A few pictures come in two parts and if one of these parts measures more than 27 x 42 each part is mounted separately.

A trial of a few pictures mounted on cloth and rolled showed that they soon had a cracked surface. Also when thus mounted they are difficult to store, cannot easily be looked over while in storage, and when hung for display do not hang straight at once.

Framing

Decorative pictures are framed for the use of the main library and its branches; the educational pictures which are prepared for lending are bound. Many of the so-called educational lithographs lent to the schools are also decorative and for this reason some copies of a picture will be framed and hung in the library, others bound and lent. The frames are of whitewood, which has been stained black. A A D T, double thick clear white picture frame glass is used. A comparatively small proportion of the lithographs are framed with glass. Glass, even of the best quality, causes unpleasant reflections in any but the best light. The lithographs which have been framed without glass have seemed to suffer little injury from exposure. Not infrequently the surface of the pictures is wiped with a soft, absolutely clean cheese-cloth duster. The cost per dozen to frame lithographs 24" x 32" with glass is about $26.40, without glass $16.80. It is difficult to estimate

closely the cost of framing of given dimensions, since for various sizes framed at one time a job price is charged.

The framed pictures are hung with two parallel wires and are at uniform height in all cases where space permits. The uniform height of pictures is five feet from the floor, the bottom line of the frames of pictures of varying sizes being kept in a horizontal line rather than the centers of the pictures. Where space does not permit, and this is usually when book cases are against the wall, the bottom line of the frames is five inches above the top of the case.

Preparing for Lending or Hanging

After a picture is returned from the bindery or from the framer, "Free Public Library, Newark, N. J.", is stamped in red on the back of the mount along the upper edge, left corner. Directly underneath, the accession number, subject heading, or title, if no subject has been assigned, of the lithograph are written with India ink. If the picture is a duplicate, the copy number is written also just above the accession number. Under this marking, manila pockets 3 1-4" x 5" are pasted. These pockets hold white charging slips 2" x 5", regular book slips, marked to correspond in accession number, copy number, subject heading or title as marked above on the back of the picture. Pictures not charged always have the picture slip in the pocket as is the case with books on the shelves.

Lending and Charging

Lithographs and other large pictures are lent for one month. They may be renewed and are reserved without charge. Teachers usually come to the library and make their own selection, choosing from one to eight pictures for use at one time. The majority of the pictures are too large to be carried by hand and are usually sent out and collected by a library wagon. The teacher's name and school are written across the charging pocket and the picture put aside in a rack marked "Pictures going out". The library wagon makes a trip once a week, delivering and collecting from any schools in the city. Each morning the pictures which have been put aside for delivery are dated ahead to the day of the next trip. The slips are arranged by subject heading and are filed in the slip rack under the date charged. All pictures are

carefully wrapped with manila paper, fastened down with Bull Dog gummed tape. See Picture Collection. The teacher's name and school address are clearly marked on the package and the pictures sent to the station department, with a schedule of the trip, which gives schools, teachers, and the number of packages to be delivered to each one, and blank receipts for the delivery of each package. The library also collects the lithographs lent. Postals, notifying teachers that the wagon will call, are sent three days before the time due, so that all pictures may be wrapped in readiness for the expressman. The postal is worded this way:

The Free Public Library of Newark, New Jersey.

Please have the large picture borrowed from the Library carefully wrapped and in the office Tuesday, Our messenger will call for If you would like another picture brought to you at that time kindly let us know before Tuesday.

Pictures not in the office and ready on this date are returned by the borrower; and a fine of two cents a day is charged for each picture.

Yours truly, J. C. Dana, Librarian.

If after this postal notice, teachers fail to have their pictures ready, they are charged the usual 2-cents-a-day fine. When pictures are returned, they are carefully looked over for needed repairs. If they are in good condition, they are slipped from the charge on the pocket and returned to the rack. Slips are made for framed pictures hanging in the main library and in the branches and the pictures are regularly charged to the different departments. This record is useful since wall pictures are frequently changed. By this means the art department is able to locate immediately any lithograph from its slip rack, and also to discover by looking over any charging slip, all the places in which a given picture has been shown.

Storage

The large pictures are stored in racks made of whitewood. The racks consist of a base or platform, upon which the pictures stand. The

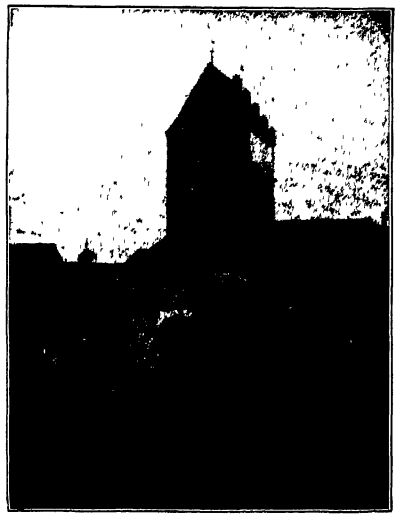


Fig 13. No. 1. City Gate Tower, by Petzet. Size, 12" x 16." Teubner. 65 c. No. 2. Plowman, by Georgi. Size, 39" x 27." Teubner. $1.50. These pictures are also offered by Atkinson, Mentzer & Grover among their Rhine Prints, No. 1 for $1.50, No. 2 for $3. This includes the cost of transportation from Germany and importation charges.

pictures are held upright on this platform by supports built of light-weight upright and cross pieces placed at frequent intervals. Two racks, each containing eight sections, are now in use placed end to end. When more space is required other sections may be added.

The base of each rack is a box 7 3-4' long, 3' wide and 12 1-2" high. Along the opposite sides of this box at ten inch intervals, upright supports are screwed at right angles to the base. These uprights are 3' long, 1 5-8" wide and 7-8" thick. The sides of the rack are left open except for the spaces covered by the uprights. The uprights are connected by two bars of dowelling 1" in diameter, one bar being fastened near the top of the uprights and the other midway between the base and the upper bar. A strip of wood, a half-inch quarter-round, is nailed across the base from each upright to its opposite. Thus the top of the base, 7 3-4' long, is divided into eight sections, each ten inches long and as wide as the base.

The two racks thus made hold about 400 pictures, each section accommodating from 15 to 25. The partitions not only help to prevent the pictures from rubbing against one another, but also make it easy to file them by subject. As far as possible each division is devoted to a particular group of pictures. Printed labels, giving subjects, as Animals, Industries, Maps, are pasted along the uprights as guides to the alphabetic arrangement.

Pictures on the same subject stand together in the rack, whatever their dimensions. Many are much taller than the rack, but their appearance is not objectionable. Many are much wider than the rack and would naturally project at uneven lengths on either side; but all pictures are brought flush up to the side next to the room. The other side of the rack comes within 18 inches of the wall. Pictures may project into this space any number of uneven distances and the irregular line thus produced is not noticeable.

Whitewood costs about 10 cents a square foot. The entire cost of one rack, including material and labor, is about $30.

All framed wall pictures not in use are stored in a closet on the fourth floor of the library. Since this is not very accessible, all pictures stored here are charged to the storage closet and the slips filed in the charging tray for pictures.

Use of the Collection

Since the lending of large pictures was begun in 1908 the collection has been used by about 135 different grammar school teachers and about 10 teachers in parochial schools. In 1910, 125 teachers used the collection and 1268 lithographs were lent. In 1911, 2084 lithographs were lent. The greatest number lent for one month was 409 for the month of October, 1911.

In the kindergarten and first grades, pictures are used as a basis for story-telling. Hansel and Gretel, the Pied Piper of Hamelin and other illustrations are exceedingly popular for this purpose. Other pictures are used to supplement lessons on the races of man, habits of animals, forms of land and water, famous buildings, historic events, etc. Some pictures are chosen as appropriate for exercises on special days. A large number of trees, leaf charts and spring scenes are in demand for Arbor Day. The lithographs are as a rule well-treated, well-used and much appreciated by the teachers.

Lithographs, particularly attractive or seasonable are sometimes used as bulletins in the different departments of the library and at the branches. This is especially true of the school department, where four or five are always exhibited on a ledge running along the wall and raised about a foot from the floor.

A List of the Educational and Decorative Lithographs used in the Newark library

The numbers following the titles refer to the list of catalogs and of dealers which follows this list. There will be found the source of the picture, the size and price.

The pictures in this list have been arranged in a few large groups rather than under the specific subjects of the pictures, for the convenience of those who may use it as a guide in the selection of a few pictures for the beginning of such a collection. For instance, the pictures grouped as Decorative Wall Pictures are those which we have found best suited for this purpose; but in our classification under specific subjects, see list of subjects in Picture Collection, such pictures as Aderer's Pyramids would be given the subject Africa-Egypt; Sus's St. George would be classed under Mythology, etc.

List of Subjects under which Pictures are here arranged

Animals
Astronomy
Bible
Birds
Decorative wall pictures
Domestic science
Egyptian Design and Monuments
Farm life
Flowers and plants
Geography and Geology
Greece and Rome
History
Industries and Inventions
Kindergarten
Maps
Measurements
Mythology
Nature-Study—Animal life
Nature-Study—Plant life
Physics
Physiology
Printing
Travel
Trees

List of Titles of the Pictures

Animals

Antelope 4
Armadillo 4
Badger 4
Bear 4, 74e, 111
Beaver 4, 74e
Boa constrictor 59b
Buffalo 4, 74e
Camel 59b
Cat 47a
Cattle 47a
Condor 35, 59b
Cougar 4
Cows and sheep 74a
Crocodile 59b
Kangaroo 74e
Lion 74e
Lioness 74e
Llama 74e
Lynx 4, 74e
Marmet 596
Marten 4
Mink 4
Mole 4
Moose 4
Opossum 4
Orang-outang 47a
Otter 4, 74e
Peccary 4

Deer 4
Deer feeding 74b
Dog, Eskimo 4
Elephant 74e
Elk 4
Fox 4
Giraffe 74e
Goat 4
Gorilla 74e
Horse and sparrow 58c
Horse with colt 47a
Hyena 74e
Jaguar 4
Porcupine 4
Prairie dog 4
Raccoon 4
Reindeer 4, 74e
Rhinoceros 74e
Seal 35
Sheep 59a
Squirrel 4, 59b, 99
Tiger 74e
Weasel 4
Whale 74e
Wolf 4, 74e
Zebra 74e

Animals

See Nature-Study—Animal Life, Nature-Study—Plant-Life

Antiquities

See Egyptian Design and Monuments, Greece and Rome

Architecture

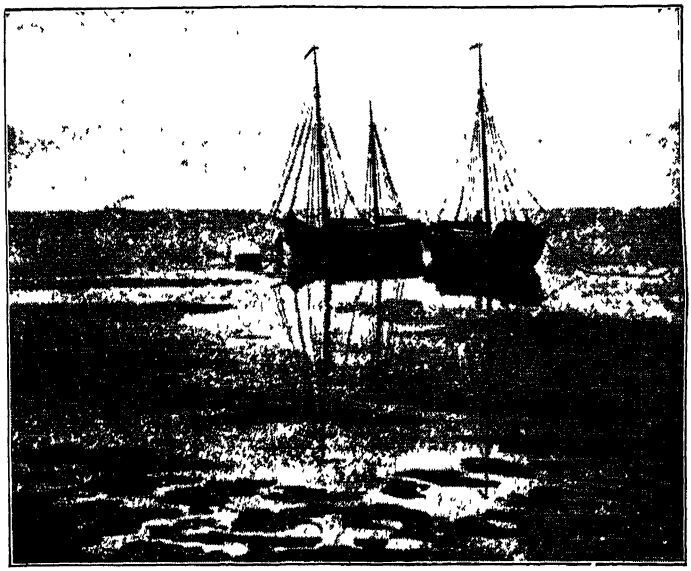
See Travel

Artists

See note under Painters, also the sculpture listed under Greece and Rome, and under Mythology

Astronomy

Aurora Borealis 100
Cloud forms 103a
Clouds, classification 103b
Great comet of 1881 100
Milky way 100
Nebula, in Orion 100
November meteors 100
Partial eclipse of moon 100
Part of the moon's surface 100
Planet Jupiter showing moons 100
Planet Mars 100
Planet Saturn 100
Scarlet flames on the sun 100
Star cluster 100
Sun spots 100
Total eclipse of the sun 100
Zodiacal light 100



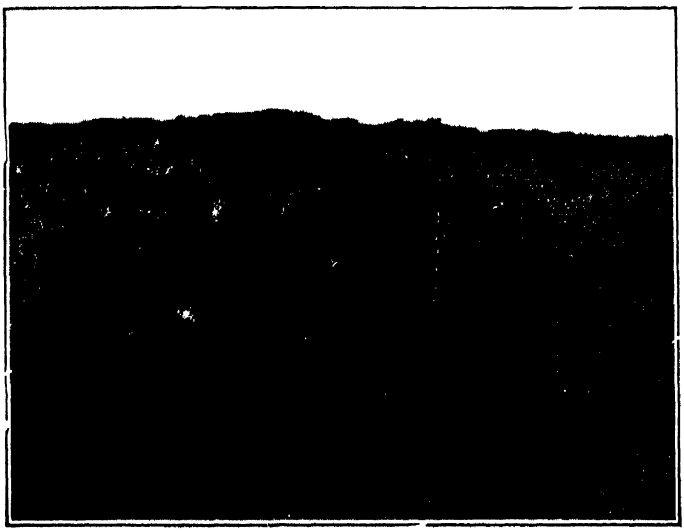


Fig 14. No. 1. Twilight, by Matthaei. Size, 30" x22." Voigtlaender. $1.25.
No. 2. Harvest, by Volkmann. Size, 39" x 27." Voigtlaender. $1.50.

Bible

Adoration of the Trinity 94a
David playing before Saul 78
Four apostles 94a.
Holy night 94a
Immaculate conception
Jesus in the Temple 54
Madonna of the chair 94a
Mt.Sinai&St.Catherine's cloister 38
Sistine Madonna 94a
Tribute money

Birds

Bird chart 12
Birds of the United States 4a
Crows feeding young 74e
Owls 74e
Peacock 74e
Pelican 59b
Pheasant 74e
Pigeons 74e
Stork 74e
Titmouse 74e

Decorative Wall Pictures

Ancient Dresden, Fischer 109a
Autumn, Luntz 109a
Autumn, Ortlieb 99
Autumn evening, Kampmann 99
Autumn in the country, Strich-Chapell 99
Autumn in the Eifel mountains, Volkmann 99
Autumn, Chiem Sea, Sieck 99a
Blossoming rape, Volkmann 109a
Brig in harbor, Ravenstein 109a
Brook in winter, Hoch 109a
Chapel, Muller-Wachsmuth 51
Cornfield, Volkmann 99
Crows in the snow, Fikentscher 9
Dawn, Haug 109a
Dear homeland, farewell, Strich-Chapell 99
English coast, Petzet 109a
Evening glow, Kampmann 99
Farm, Haueisen 109a
Farmer ploughing, Georgi 99
Fishing boats, Hoch 99
Folk song, Genzmer 99
Freight ship, Trieste, Wilt 111
Frisian coast, Langheim 109a
Geese, Ubbelohde 19
Giant's grave, Biese 99
Harvest, Volkmann 109a
Hjorring-Fjord, Normann 99
In Holland, Hanicotte 107c
Iron guard, Jank 109a
Island, Rivière 107a
Lofoden Islands 48
Lonely pasture, Schacht 99
May morning, Fikentscher 99
May shower, Volkmann 109a
Mill, Lenz 111.
Moonlight night, Strich-Chapell 99
Moonrise, Kampmann 99

Moonrise, Rivière 107a
Morning in the Alps, Hoch 99
Mountain, Rivière 107a
Night at sea, Rivière 107a
North sea idyll, Matthaei 99
Notre Dame cathedral. Source unknown
Nuremberg castle, Beckert 99
Old castle in Bregenz, Ravenstein 109a
Poster, French, Pivemont. Poster made for an exhibition of Arts of Women, Paris, 1903.
Pyramids, Ederer 111
Race, Schneider 99
Return, Lebrecht 109a
Rhine near Bingen, Volkmann 109a
Ruins, Hoch 109
St. George, Sus 99
Scotch firs, Hoch 99
Spitsbergen, Kallmorgen 109a
Spring in the mountains, Bauriedl 99
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Reproductions of paintings are used chiefly to illustrate the subjects which they depict. See, for instance, pictures listed under Bible. More perishable prints and those less frequently needed in school work are kept in the Library's finer collection of prints, and are not listed here. They are lent only occasionally and then in frames under glass and at the expense and risk of the borrower. Such prints are the publications of the Berlin Photographic Co., the Medici Society, Rapilly's Armand-Durand set, etc. These prints are frequently on exhibition in the library, are used constantly as wall pictures here, and are always available for the use of students in the art department.

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"All the world knows these old and marvellous things." One of the broadsides printed on the hand-press of the Newark library used to call attention to pictures and books. Single poems, prose quotations are also printed as broadsides. Such printing is mounted and lent in the manner of pictures.

See also, History—Declaration of Independence. o. p. Lincoln's Gettysburg speech. Magna Charta

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The more specific headings have been used here as follows: Animals, Astronomy, Birds, Flowers and Plants, etc. See also the pictures listed under Geography and Geology, Physics, etc.

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List of Dealers and of Catalogs

A selected list of dealers in large pictures, and of catalogs which have been found valuable in the Newark library.

B. P. refers to Bibliotheca Paedagogica, 1911 edition, a catalog listed below.

Dimensions of pictures are expressed wherever possible width by height.

Dealers in photographs and photographic enlargements are in general not here included. Miss Abbot's list mentioned below has already covered this ground.

No attempt has been made to furnish a complete list of the publications of the several firms. Their catalogs, and B. P. should be consulted for full information.

When a publisher who may be listed in B. P. has also issued a separate catalog this fact has been noted. It has been somewhat difficult to obtain full sets of catalogs of individual dealers. Only those catalogs of which we have been able to secure copies have been listed.

Publishers of maps are in general not included since no attempt is made to lend up to date political maps from this collection. Maps for reference use, see Business Branch.

Maps of local interest, of this state and city; those illustrating distribution of forests, agricultural products, mining products, etc.; charts showing geological formation, altitude etc.; maps of cities useful in the study of city planning, transportation routes, historical charts and maps of suitable size are mounted and lent in the same manner as pictures. These in many cases have been taken from discarded atlases, from local sources, and from sources no longer available, which it has seemed unnecessary to try to include.

"A. L." List, see Arnold, E. J. & Son.

1 Abbot, Etheldred, Comp. List of photograph dealers, with index by countries, and descriptive notes on collections of photographs in some Massachusetts libraries and museums. 1907. Published by The Massachusetts Library Club. An excellent guide in the purchase of photographs.

Amand-Durand, see Rapilly, Georges.

2 Arnold, E. J. & Son. Butterfly St., Hunslet Lane, Leeds, England. The "A. L." list is a catalog of school supplies containing photographs, lithographs, etc. Those illustrating English history subjects are recommended. Some of the lithographs listed here are published in Germany, see Bibliotheca Paedagogica; for instance, the series of trees published by Hartinger for 38c each, are listed in Arnold for 62c and of these any 6 may be bought for $2.31. Illustrated catalog, well indexed.

3 Atkinson, Mentzer & Company, 24 West 39th St., New York. Rhine prints. 1910. This firm has selected many of the most attractive of the German lithographs, chiefly decorative, published by Teubner, and has listed them in their catalog of Rhine prints. The illustrations are colored and excellent. Their prices are higher than in Germany. The advantage of being able to see the decorative pictures before buying is considerable, and this firm is one of the few in our country which keeps these pictures in stock.

4 Audubon, J. J. An incomplete set of Quadrupeds of North America. The plates are colored, 25" x 18". The set is out of print and difficult to obtain.

4a Audubon Society of Massachusetts, 234 Berkeley St. Boston. Two charts, each showing 26 common, native birds in actual size. Colored, 27" x 41", each chart, $1.30. For sale by Prang Co., 358 Fifth Ave. N. Y.

5 Balslev and Andersen. B. P. Sect. XIII, 1901, 1–6. *a* Pictures of insects. Colored, 39" x 27", single plates 65c.

6 Balslev and Warming. B. P. Sect. XIV, 406, 1–20. Botanical charts. Colored, 39" x 29", single plates, 65c.

7 Bell, George & Sons, York House, Portugal St., London, W. C. Fitzroy pictures. 1908. These Bible pictures and others useful in the kindergarten are drawn in simple outline and the publishers intend them to be used in Sunday schools and for children who readily understand such delineation. They are designed in several sizes, 33" x 49", single plates, $1.37, and 14 1-2 x 32 1-2", 62c. Illustrated catalog.

8 Benteli and Stucki. B. P. Sect. I, 278, 1-12. Repeated in Sect. X, 6. Views of Switzerland. Colored, 31" x 23". Single plates, 60 to 75c.

9 Berlin Photographic Co. 1, Stechbahn, Berlin; 305 Madison Ave., New York. This firm makes a specialty of photogravures and photographs of famous paintings, old and modern. They issued in 1905 a comprehensive illustrated catalog. Photogravures range from $1.50 to $50. A catalog copyrighted in 1910 is a representative, not exhaustive, illustrated list of their publications.

10 Berlin Photographic Co. Corpus Imaginum, Authentic Portraits of the Past and Present is a list of about 500 excellent portraits in photogravure after photographs from life or authentic paintings of artists, scientists, musicians, historians, men of letters, etc. Small for wall pictures. Size, 13" x 18", single plates, $1.50.

11 Bibliotheca Paedagogica. Ed. 20, 1911. A trade list of pictures, decorative and educational, of models, books and other educational supplies offered for sale by German publishers. The quotation on the title page, "The Foundation of all Knowledge is Observation", hints at the wealth of illustrative material for use in every part of the field of education which is named and illustrated in its pages. The list includes the publications of many houses, conveniently arranged and supplied with detailed indexes. It lists publishing houses and titles of pictures, but does not index artists by name. The many hundred pictures of a more distinctly educational nature are listed only in their several proper departments. Any of the materials listed may be imported free of duty by schools and libraries. Indispensable. This catalog may be bought for about 15c of G. E. Stechert & Co., 151 West 25th St., New York. Illustrated.

12 Bird-lore an illustrated bi-monthly magazine. Address, Crescent and Mulberry Streets, Harrisburg, Pa. Publish a bird chart showing perching birds of Northwestern North America. One third natural size, black and white, 25c postpaid.

13 Braun and Co. 13 West 46th St., New York. 18 rue-le-Grand,

Paris. School Room Art Exhibit. A list of carbon prints. Largest size, 36" x 54", $80. Other sizes published. Catalog.

14 Braun and Co. Catalog of the principal paintings in the European galleries. 1907. Arranged in alphabetic order by gallery, and includes an alphabetic list of the painters. Separate illustrated catalogs are published for many of the galleries here listed. Catalog. Carbon prints, largest size, 40" x 56", $50.

15 Braun and Co. List of selected paintings in art galleries in the United States, New York, Boston, Chicago. Largest size, 26" x 32", $12.50. Other sizes published. Illustrated catalog.

16 Braun and Co. Reproductions of works of modern painters. 1905. Supplements to this catalog are published frequently. Carbon prints. Largest size, 26" x 32", $12.50, other sizes published. Catalog.

17 Braun and Co. Architecture and sculpture of all times and countries, reproduced in carbon prints. Largest size, 40" x 56", $50. Other sizes published. Catalog.

18 Braun and Co. Selected illustrations of many of the carbon prints of old masters and modern painters. Alphabetic list of galleries. Text gives simply artist, title, sizes, prices.

19 Breitkopf and Härtel, Leipsic. Small reproductions of work of modern German artists. Kindergarten wall pictures, 39" x 16", single plates, 75c. Illustrated catalog.

20 Bruckmann, F., Munich, 20. Photographic reproductions of ancient sculpture, black and white, 24" x 36", single plates, $2. Illustrated catalog.

21 Bruckmann, F. Pigment prints, copies of famous paintings in European galleries; silver prints and color prints, 22" x 18"; silver prints $1.50; color prints $2.50; carbo prints, 12" x 9", 25c. Full catalog with some illustrations. The Medici Society publishes these under the name of carbo prints. Catalog.

22 Bruckmann, F. Portrait collection of famous persons, photographs and photogravures. Various sizes and prices, 15" x 21", single plates $3.75. Separate list.

23 Bruckmann, F. Kunstblätter, a brief list giving summary of engravings, lithographs, photogravures and photographs of masterpieces, scenery and mythology, conveniently arranged by artist and gallery. Various prices and sizes.

24 Bruckmann, F. Drawings of the old masters, in the Royal engraving collection at Munich. Sizes of the original drawing various prices, 12" x 8", 75c; 16" x 8", $1.50. See also Medici Society, Drawings by the Old Masters reproduced in facsimile-collotype.

25 Brunn and Bruckmann, Munich. Denkmäler griechischer and römischer Sculptur. Set of 50 plates, black and white, 11" x 15". Bought of G. E. Stechert for $20. These plates are rather small for wall decoration, but clear, good reproductions for class work.

26 Curtis and Cameron, Pierce Building, Boston. 1911. The Copley prints, named after the American artist, John Singleton Copley, are reproductions of notable paintings, chiefly by American artists, which include the decorations in the Library of Congress and the Boston Public Library. Gray and sepia. In addition to small prints are various large sizes; from 24" x 34", $10 to $12, to 38" x 56", $25 to $30. Illustrated catalog.

27 Cutter, Charles Ammi. Notes from the Art Section of a Library, with hints on selection and buying. This pamphlet contains excellent suggestions for any library establishing a picture collection. It was written for the Alumni lectures of the New York State Library School and published in 1905 by the A. L. A. Publishing Board, 78 East Washington St., Chicago, Ill.

28 Cybulski. B. P. Sect. XI, 46, 1–20. Series illustrating Greek and Roman life, the houses, coins, dress, etc., colored, 29" x 22", single plates, $1. Maps of Athens and Rome each in two parts, each part $1.25.

29 Delagrave, Charles. 15 Rue Soufflot, Paris. Catalogue Générale. 1910–1911. Educational supplies including pictures and suggesting in nature the Bibliotheca Paedagogica.

30 Detroit Publishing Co., Vermont and Linden, Detroit, Mich., 15 West 38th Street. Aac prints, colored facsimiles of modern paintings, American and foreign, about 250 subjects from American galleries, various sizes up to about 30" x 18", average 21" x 17". Generally rather small for wall pictures. Prices about $2.50 to $10. Brief illustrated list. Aac photographs of scenery and architecture, American and foreign, in the largest sizes are 6" to 12 x 25" to 35", cost, $3. A common average size is 17" x 21". Catalogs.
Didot, see Prisse d' Avennes, A. C. T. E.

31 Dybahl. B. P. Sect. XIII, 1911, 1–64. Anatomical and zöological charts. Colored, 29" x 23", single plates, 32c.

32 Educational Supply Association, 42 Holburn Viaduct, London, E. C. Catalog of school supplies including maps, pictures, diagrams, etc. A series of twelve pictures illustrating scenes and characters from English history. Sepia, 27" x 35", unmounted, 62c each. Illustrated catalog.

33 Elson, A. W. & Co., 146 Oliver Street, Boston. Catalog of large carbon photographs, photogravures, engravings, etchings, and copper plate paintings. 1908. Subjects covered are chiefly architecture, sculpture, painting, and portraits. They publish the Frieze of the Prophets by Sargent. 61" x 11 1-2", costs $18. The prices range from $3 for pictures 24" x 11" to $12.50 for those 36" x 24". Shorter lists on special groups. Illustrated catalog.

34 Emery School Art Co., 372 Boylston St., Boston. Preliminary list of pictures for school decoration. Lists popular paintings of all countries. Prices from $3.75 for prints 22" x 18" to $10 for 36" x 26" and up to $45 for size 70" x 50".

35 Engleder. B. P. Sect. XIII, 1926, 1–60. Nature-study, animal life. Colored, 41" x 31", single plates 30c.

36 Eschner. B. P. Sect. X, 21, 1–10. Pictures in the German colonies. Colored, 35" x 26", single plates 75c.

Foster Brothers. See Medici Society.

37 Fraas. B. P. Sect. X, 24, 1–12. Physical geography and elementary geology. Colored, 31 1-2" x 23 1-2", single plates, 50c.

38 Furrer. B. P. Sect. V, 61, 1–7. Scenes from Palestine. Colored pictures, 39" x 27", single plates, $1.50.

39 Geistbeck and Engleder. B. P. Sect. X, 26, 1–16. Geographical types. Colored, 44" x 33", single plates, $1.25.

40 Gerbel, A. 133 West 13th Street, New York. Imports pictures for schools and libraries, free of duty. Carries a large assortment of samples.

41 Goering-Schmidt. B. P. Sect. XIV, 456, 1-12. Cultivation of spices, tea, rice, dates, etc. Colored, 33 x 24", single plates, 50c.

42 Graphic, Supplement. English magazine, published by G. R. Parker, Tallis St., Whiteside, E. C. London. Large colored plates are sometimes taken from this and other magazines and mounted in their usual manner.

43 Gurlitt. B. P. Sect. XI, 69, 1–6. Caesar's Gallic war. Gray prints, 35" x 23 1-2", single plates, 75c.

44 Hanfstaengl, Franz, Maximilian Strasse, 7, Munich. 28 West 38th St., New York. Pictures for Schools, a set of 10 lithographs, chiefly of English history. Bright clear colors, 26" x 19", set of 10 costs $20, single plates, $2.50. Separate list.

45 Hanfstaengl, Franz. The chief picture publications of this firm are listed in their Old Masters Catalogue, and the Catalogue of Modern Art, two main parts remodeled and enlarged editions of previous catalogs. The pictures are facsimile aquarelles, aquarelle gravures, photogravures and photographic prints. Various sizes, carbon prints and photogravures, 26" x 35", $18; facsimile aquarelles, 16" x 21", $20, aquarelle gravures, 17" x 22", $12. Very full catalog, illustrated.

46 Hart, Schaffner and Marx, 36 So. Franklin Street, Chicago. This clothing firm has published as advertisements very beautiful lithographs of American history, many of which are drawn by Edward Penfield. The firm is willing to give these away. Among the larger lithographs are Old Peter Stuyvesant, The Old South, etc. Colored, 13" x 18" and 13" x 24".

47 Hartinger. a. B. P. Sect. XIII, 1941, 1–64. Animals, birds and insects. Colored, 33" x 24", single plates, 40c. b. B. P. Sect. XIV, 481, III, 1–25. Trees. Colored, 33" x 25", single plates, 40c.

48 Hölzel. B. P. Sect. X, 41, 1–43. Geographical land forms. Colored, 31" x 23", single plates, $1.

49 Hollyer, Frederick, 9 Pembroke Square, London. Platinotype reproductions of paintings, chiefly of English artists. Sizes in some cases as large as 36" x 23", generally less. Various prices, $1 to about $10. Illustrated catalog.

50 Huyler's, 18th and Irving Sts., New York. Set of pictures illustrating the growth of the cocoa tree and the preparation of cocoa. Black and white, 16" x 14", free.

51 Illustrationen deutscher Gedichte. B. P. Sect. IX, 31, 1–13. Illustrations of German poems and fables. Colored, various sizes from 28" x 22", single plates, $1.25 to 44" x 19", single plates, $2.

52 Isthmian Canal Commission Reports, Washington, Government Printing Office. Annual reports of the Isthmian Canal Commission contain useful colored and black and white pictures large enough for school use. Apply to the Superintendent of Documents.

Japanese Prints, see Matsumoto Print Works.

53 Jung, Koch and Quentell. B. P. Sect. XIV, 496, 1–47. Nature-study, plant life, Colored, 39 1-2" x 28", single plates, 88c.

54 Kronberg, B. P. Sect. V, 29, 1–20. Bible pictures. Colored 31 1-2" x 25", single plates, 65c.

55 Kunstblätter Zeitgenössische. B. P. Sect. I, 321. Popular pictures by contemporary German artists. Colored, largest size 19" x 16", set contains about 150 plates, single plates, 50c. A list of the titles will be sent on request.

56 Kunstdruckerei Künstlerbund, Karlsruhe, Erbprinzenstrasse, 10. Lithographs, etchings, and a few wood-engravings, the work of modern German artists, signed proofs. Various sizes, cost from about $5 to $10. The lithographs are published by Teubner who occasionally issues unsigned proofs of them for $1.50. Illustrated catalog.

57 Langl. B. P. Sect. XI, 101, 1–80. Famous architecture, ancient, mediaeval and modern. In color and in sepia tones, 29" x 21", single plates, 50c.

58 Lehman. a. B. P. Sect. X, 171, 1–9. Races of man. Colored, 32" x 24", single plates, 50c. b. B. P. Sect. XI, 111, 1–25. Historical pictures: the meeting of Queen Louise and Napoleon, a tournament and a peasant's home, indicate the variety of subjects. Colored, 31" x 24", single plates, 65c. c. B. P. Sect. IV, 139, 1–10. Pictures useful for young children. Colored, 40" x 28", single plates, 75c. d. B. P. Sect. X, 66. 1–61. Geographical pictures. Colored, 35" x 26", single plates, 35c.

59 Lehman-Leutemann. B. P. a. Sect. IV, 136, 1–18. Animals. Colored, 25" x 26", single plates, 35c. b. B. P. Sect. XIII, 1966, 1–90. Nature study, animals, birds and insects. Colored, 35" x 26", single plates, 35c.

60 Leubrie & Elkus, 456 Fourth Ave., New York. A large stock of German and French lithographs. Their prices are higher than in Germany, but the advantage of being able to see the pictures is considerable.

61 Lewis, Graceanna. Media, Pa. Tree leaf charts of deciduous shade, nut and timber trees, whether native or foreign, adapted to the northern or middle Atlantic States. Black and white, 29" x 18". Series of 15 numbers, divided into five parts of three numbers each. Single numbers, 50c, parts $1.40 and the 10 numbers now printed, $4.50. List.

62 Linden-Masalin. B. P. Sect. XIV, 516, 1—15. Nature study, plant life. Colored, 33" x 24", single plates, 75c.

63 Lipsius and Tischer, Kiel-Leipsic. Unser Heim in Schmuck der Kunst, a list compiling the aquarelles, lithographs, photogravures, etchings, etc., original works and reproductions of paintings published by various firms. Various sizes large enough for wall pictures. Prices from a few marks up. Full illustrated catalog.

64 Lohmeyer. B. P. Sect. XI, 121, 1—24. Historical pictures, mainly ancient and mediaeval history. Colored, 35" x 28", single plates, 75c.

65 London Stereoscopic and Photographic Co., 54 Cheapside, London, E. C. Photographs of English architecture and general views, also portraits of well known people. Silver prints, 20" x 16", $3.75; the carbon or platinum prints, $4.50, other sizes made to order. Catalog.

66 Longmans, Green & Co., 4th Ave. & 30th St., N. Y. a. Series of 10 pictures illustrating English history from Roman times to the present day. Colored, 24" x 18", the set, $10.50, single plates, 80c. Catalog illustrated in color. b. Set of 10 flower pictures, colored halftones, 18" x 14", cost, $7.50, single plates, 62c. Descriptive leaflet.

67 Lutz. B. P. Sect. XII, 386, 1 plate. Physiology, the skeleton and organs. Colored, 29 1-2 x 42", 50c.

68 Magazine pictures. Double page pictures as large as 22" x 18" are frequently taken from magazines and mounted in the usual manner.

69 Matsumoto Print Works, Nagoya, Japan. Japanese color prints, reproductions and originals, large and small, decorated towels, stencils, etc. Prices for prints 10 cents up. These can be sent to any post-office in the United States by parcel post. Charge for article and postage payable with order. Duty payable at post-office when received. About three months must be allowed for filling orders in the United States.

70 Matzdorff. B. P. Sect. XIII, 2021, 1 – 7. The homes and habits of animals and insects. Colored, 42 1-2" x 31 1-2", single plates, $1.

71 Medici Society, 7 Grafton St., London, for whom Foster Brothers, 4 Park Square, Boston, are the sole agents in the United States. Medici Prints, a series of reproductions in color after the old masters. Issued occasionally. Printed by the collotype process on excellent paper. Subscription $23.50 with several advantages over list prices offered. The prices of plates vary from about $5 to about $20. Size varies according to the originals, the smallest listed being 7 7-8" x 6 1-4" and the largest 109" x 106". Illustrated catalog.

72 Medici Society. Has recently issued a new series of pictures called "The Popular Medici Prints", reproducing in color famous paintings. Average size, 9" x 12", single plates, $1.75.

73 Medici Society. Drawings by the old masters reproduced in facsimile collotype; see Bruckmann. Drawings of the old masters. The Medici list gives many of the same subjects and quotes English prices.

74 Meinhold. a. B. P. Sect. IV, 146, 1–20. Occupations and life, chiefly in the country, arranged by seasons. Colored, 34" x 24", single plates, 28c. b. B. P. Sect. IV, 147, 1–26. Pictures appropriate to the various seasons. Colored, 36" x 26", single plates, 50c. c. B. P. Sect. IV, 153, 1–10. The trades; weaver, blacksmith, etc. Colored, 36" x 26", single plates, 25c. d. B. P. Sect. I, 380, 1–14. German fairy tales. Colored, 39 1-2" x 27 1-2", single plates, 90c. e. B. P. Sect. XIII, 2031, 1–116. Nature study, animals, birds, and insects. Colored, 33 1-2" x 23 1-2", single plates, 33c. Illustrated catalog. f. B. P. Sect. XI, 138, 1 plate. Lake dwellers. Colored, 36" x 26", single plate, 65c. g. B. P. Sect. X, 178, 1 plate. Races of man. Colored, 36" x 26", single plate, 48c.

75 Meinhold-Pascal. B. P. Sect. XIII, 2041, 1–15. Nature study, lower animal life, dragon-fly, gnat, etc. Colored, 33 1-2" x 24", single plates, 33c.

76 Menzel. B. P. Sect. XVI, 4543, 1-31. Physics, and physiology. Colored, 29" x 19", single plates, 25c.

77 Moderne Kunst. A monthly magazine published by Bong, Wien. Includes frequently double page half-tones illustrating scenery, art, etc., which are mounted in the usual manner for lending.

78 Morgan. B. P. Sect. V, 31. 23 pictures unnumbered. Bible. Colored, 41" x 32", single plates, 65c.

79 New Jersey Geological Survey, Trenton, N. J. Map of New Jersey, the geological surface. Separate sheets, 15" x 19", cost per sheet, 25c. Four sheets joined together form an excellent map. For a list of the states which have established geological surveys and publish maps and other material, see Business Branch.

80 Nielsen. B. P. Sect. IV, 156, 1-10. Story pictures of the seasons and of life in town and country. Colored, 34 1-2" x 24 1-2" single plates, 65c.

81 Philip, George & Son, 32 Fleet Street, London. Illustrated guide to their geographical and educational publications. This firm makes a specialty of maps and charts. The maps of the ancient world are especially suited to the needs of teachers of ancient history. They also include in their catalog lithographs of plant life, animal life and human physiology. Many of their lithographs are listed in Bibliotheca Paedagogica. a. Pictures illustrating the history of Civilization in Europe. Colored, 35" x 27", single plates, $1.25. Many of these can be bought of Lehmann, B. P. for 65c. b. Types of nation series. Colored. 35" x 30", single plates, 87c. c. Half crown series of pictures of trees, plants and other subjects. Colored, 25" x 20", single plates, 65c. d. Nature-study, insect life. Colored, 40" x 29", single plates, $1.25. Many of them can be bought of Balslev and Andersen, B. P. for 65c. e. Philip's culture series, pictures of plants used for food and manufactures. Colored, 35" x 30", single plates, 87c. f. Philip's series of classical, historical and scriptural maps. 29" x 23", single plates, 87c. g. Conversational lessons. Colored, 33" x 24", 87c. h. Object lesson pictures, plant life. Colored, 30" x 23", 62c.

82 Philip, George & Son. New educational publications. Supplements preceding catalog. Lists a series of New Geographical Pictures. Black and white, 20" x 41 1-2", set of 20 plates, $5.25, single plates, 31c. Illustrated catalog.

83 Philip, George & Son. Handbook to Philip's nature study pictures. Colored, 36" x 26", single plates, $1.25. Illustrated catalog. See B. P. Balslev and Warming of whom they may be bought for 65c.

84 Photographische Union, Munich. Photogravures, aquarellegravures, of the works of Böcklin, Thoma, Segantini. Largest sizes about 48" x 36". Prices about $15 and less. Illustrated catalog.

85 Pantonié and Gothan. B. P. Sect. XIV, 556, 1—5. Vegetation of the present and former geologic periods. Colored, 49" x 37", single plates, $1.13.

86 Prisse D'Avennes, A. C. T. E. Monuments égyptiens. A costly set of excellent plates illustrating Egyptian architecture, painting, ceramics, industrial art, etc. Colored, 12" x 19". May occasionally be picked up second hand.

87 Railroad maps and circulars. Useful maps and pictures issued by railroads and given away as advertisements.

88 Rand, McNally & Co., 42 East 22nd Street, New York. Indexed atlas of the world. Discarded copy. The maps are not up to date but are useful, however, the city maps for instance, for High School pupils studying city planning, etc.

89 Rapilly, Georges, 9, Quai Malaquais, Paris. Etchings and engravings of the old masters reproduced in heliogravures, by Amand-Durand. About 400 plates, varying in size according to the originals, price for the set, 600 francs. Plates sold separately for from 1 to 5 francs.

90 Reukauf-Mahn. B. P. Sect. XI, 157, 1—6. Pictures of Siegfried, Colored, 31" x 22", single plates, 75c.

91 Rom, N. C. Copenhagen. Danish historical charts among which are good pictures of the Vikings. Colored, 31" x 19", single plates 55c. Illustrated catalog.

92 Schmeil. B. P. Sect. XIV, 596, 1—11. Nature study, botany. Colored, 42 1-2" x 24 1-2", single plates. $1.20.

93 Schreiber. B. P. Sect. XXI, 103, 1–4. Charts of whole animals showing meat cuts. Colored, 41" x 29 1-2", single plates, 30c. Philip publishes the beef chart with English legends, for 87c. The English legends add greatly to the usefulness of this chart.

94 Seeman. a. B. P. Sect. XI, 171, 1–250. Wandbilder, excellent views of architecture and sculpture, portraits, also reproductions of famous paintings. Black and white, 24" x 14". These may be bought in collections of 10, 50 or 100 plates, single plates, 75c. Catalog. b. B. P. Sect. I, 429, 1–33. Colored copies of famous paintings, various sizes, prices ranging from 50c to $6.25.

95 Seeman's Katalog der farbigen Kunstblätter. Colored half-tone reproductions of old masters and of modern artists. Average size, 9" x 7", price 20c to 25c. These prints, although too small for wall pictures, are so excellent that they deserve mention.

96 Stechert, G. E., 151 West 25th Street, New York. Imports pictures to schools and libraries, free of duty.

97 Stückelberg. B. P. Sect. IX, 19, 1–2. Pictures of William Tell. Colored portion, 18" x 14", small for wall pictures and costly, single plates, $1.20.

98 Täuber. B. P. a. Sect. XII, 691, 1–12. Nature study, lower forms of life as seen under the microscope. Colored, 46" x 24", single plates, 65c. b. Sect. XIII, 2151, 1–24. Nature study, lower forms of animal life, including amoeba, infusoria, star fish, earthworm, etc. Colored, 34" x 23", single plates, 50c.

99 Teubner, B. G. Leipsic. Künstlerischer Wandschmuck für Haus und Schule. B. P. Sect. I, 360. This catalog lists many of the most pleasing of the decorative lithographs. It is full of colored illustrations and therefore a useful order list. Sizes range from 39" x 27" to 16" x 12" and prices from 65c to $1.50.

100 Trouvelot, E. L. Astronomical drawings, v. 2. Set of 15 beautiful colored lithographs, 28" x 21". Bought second hand for $7.50. Now out of print and difficult to buy.

101 Turner, Horace K. Co., Oak Hill, Newton Center, Boston, Mass. Reproductions by photographic process of buildings, sculpture and painting, scenery and homes of distinguished people. Usually brown or gray, various sizes, 20" x 24", $4.50; 36" x 50", $25.

102 United States Department of Agriculture. 15 charts on food values. Colored, 18" x 26", $1 for the set. Excellent for use in the study of domestic science.

103 United States Department of Agriculture. Weather Bureau. Charts of cloud forms. a. Blue print, 23" x 16", 5c. b. Classification of clouds, colored, 24" x 20", 25c. Apply to Superintendent of Documents, Washington, D. C.

104 United States Department of Commerce and Labor. a. Bureau of Standards. International Metric System. Colored, 45" x 29". b. Bureau of Statistics. Transportation routes. Colored, 19" x 24". United States Geological Survey. Topographic sheets for any section of a state. Get name of block from key map and send name and address, giving city and county, to the Director of the U. S. Geological Survey. Single sheets, 5c.

105 a. United States. Department of Interior. 33" x 22", 25c.

106 University Art Shop, 1604 Chicago Ave., Evanston, Ill. Reproductions in excellent colored half-tones of paintings by Jules Guerin, illustrating French chateaux, public buildings of historic interest in the United States and views on the Mediterranean. Size, 16" x 24", cost $6 in sheet ready for framing, and $6.75 with underlay on ripple board mount. Size, 15" x 10" cost $3.50 and $4 with underlay. These are the publisher's list prices, and are subject to trade discount.

107 Verneau, Eugène, 108 Rue de la Folie-Mericourt, Paris. Catalog illustré estampes en couleurs de Henri Rivière. Rivière's pictures are among the most delightful of the decorative lithographs. The catalog is illustrated with black and white reproductions which

can not suggest the beautiful coloring characteristic of his work. The majority of the pictures are in three sizes. a. 35" x 25" which costs $2. b. 26" x 12" which costs $1.40. c. 21" x 18" which costs $2.

108 Vlachs. B. P. Sect. X, 121, 1—3. Geography, land forms, mountains, islands, etc. Colored, 22" x 33", single plates, 38c.

109 Voigtländer, R. Leipsic. Farbige Künstler-Stein Zeichnungen. a. B. P. Sect. I, 326. The work of modern German artists, including many of the finest of the decorative lithographs. This firm publishes the attractive kindergarten friezes by Walther and Gertrude Caspari, Sizes from 9" x 9" to 39" x 27", prices of these sizes range from 25c to $1.50. b. Caspari's kindergarten friezes are 45" x 16" and cost $1.13.

110 Wachsmuth. B. P. Sect. I, 441, 1—52. Literary, religious and historical subjects. Reproductions of famous masterpieces and lithographs by modern artists. Various sizes, prices from 75c. to $5.

111 Wandtafelwerk für Schule und Haus. B. P. Sect. I, 451, 1—28. Decorative lithographs. Colored, 32 1-2" x 24", single plates, $1.32.

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